MiniMasters (Advanced Pedagogical Practices)

Course Code	Course Title	Course Synopses	AU
MTC901	Nurturing Learners and Learning	In this course,participants will be introduced to: 1) The art and science of positive education to encourage and support students thriving and flourishing. Participants will be introduced to the concepts of flourishing and well-being and gain an overview of the principles of Positive Education and how it can help school communities to flourish. This course explores the benefits of Positive Education, the underlying research that guides teaching practice and interventions drawn from successful frameworks of social-emotional learning, mental health and positive psychology. Participants will have the opportunity to reflect on how the concepts in the domain areas of positivity, positive relationships, positive engagement and positive accomplishment can be nurtured and embedded in classroom and school contexts. 2) The science of positive psychology to encourage and support schools and individuals to flourish. Participants will be introduced to the concept of wellbeing and its constituent components, with specific focus on Character Strengths and Mindfulness. Hence, participants will have the opportunity to develop and practice the skills, knowledge and strategies needed to enhance their students, childrens or employees well-being, while developing their character strengths and mindfulness. 3) The concept of motivation and the various approaches to motivational studies, namely the behaviourist, humanistic, cognitivist and socio-cultural perspectives. They will explore the factors influencing learner motivation, and the reasons why some learners are more motivated than others. Finally, they will have the opportunity to develop and apply the skills, knowledge and strategies needed to enhance their students, childrens or employees motivation to learn.	4
MTC902	Designing Curriculum: Theory and Practice	A good understanding of the elements of curriculum and the complex factors and relationships that contribute to or otherwise influence curriculum design and enactment can provide educators with new insights into their relationship with curriculum and the roles they do and can play in curriculum design and enactment. This course expands participants understanding of curriculum beyond the narrow conception of curriculum as a plan that teachers simply deliver and invites them to use different conceptual tools and perspectives to examine their personal experiences with curriculum. In this way, the course helps participants to reconsider teachers agency and responsibilities in curriculum designing and enactment and bring about improvements in curriculum practice.	4

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MTC903	Assessment for Learning: Theory and Practice	Assessment for Learning (AfL) is referred to ubiquitously in Singaporean classrooms, but its meanings, implications and applications in schools and wider workplace learning contexts are less clear. This course first examines the discourse of AfL and formative assessment, against its varied and different theoretical constructions from Anglophone countries (e.g. USA and UK), before examining regional case studies from more recent times. This course also aims to equip participants with an understanding of the effects of assessment design and practice on participants learning in a curriculum, and how choice of assessment methods, assessment task design, classroom formative assessment and feedback practice may be situated for reiterative (constructive) alignment of assessment, curriculum and pedagogy. Participants will learn and apply assessment for learning pedagogies to revise/develop an assessment design in a complete unit lesson plan in ways that ultimately enhance their students construction of learning.	4
MTC904	Facilitating Learning in the Digital Age	With the advent of the digital age, the profile of the learners in the education system has changed dramatically. It is, therefore, imperative that educators evaluate their instructional strategies for designing learning and adapt existing practices to better meet the learning needs and preferences of the digital generation. This is to empower them to handle the complex challenges of a highly globalised and digitised world. Rethinking pedagogy for the 21st century is as crucial as identifying the new competencies that todays learners need to develop in this digital age. This course explores the pedagogies, learning environments, theories, perspectives and considerations on the use of various digital media technologies to develop 21st century competencies and skills in the learners.	4