

MiniMasters (Curriculum and Teaching)

Course Code	Course Title	Course Synopses	AU
MCT902	Designing the Curriculum	<p>This course is an introduction to curriculum design and development. The underlying framework for the course is one that views curriculum building as a design process that requires ongoing study of and reflection about curriculum, the needs and motivations of the learner and the practice of teaching within the contexts that the curriculum, learner and teacher are situated. An overview of philosophical perspectives on curriculum will form the basis for exploring central and perennial curriculum questions: What knowledge is of most value and worth? How is the learner and learning viewed? What is the role of teachers in creating and enacting curriculum?</p> <p>In this course, students will work in collaborative groups to reflect on curriculum theory by analyzing curriculum documents. In unpacking the tacit assumptions behind each alternative, students will realize that different contexts require different practices, and begin to appreciate the complexities that underlie each curriculum decision. The process of analysis will reveal that curricula are by necessity always incomplete, imperfect and situated. Everything that is included (topic, activity, question, component, material, assessment, etc.) means that something else has been excluded. However, the decisions are not final.</p> <p>Every enacted curriculum is a prototype for developing greater understanding into the problems and challenges that the curriculum was developed to address, which in turn motivates the redesigning of the curriculum. All this takes place within the contexts of the constantly shifting situations the learners and teachers find themselves in. This being the case, students will suggest refinements to the curriculum they have analysed, based on their understanding of the needs of learners, the socio-political milieu, and the moral and ethical dimensions of schooling.</p>	4
MTC912	Curriculum and Programme Evaluation	<p>This course offers an introduction to key considerations in planning and carrying out an evaluation and participants are expected to design an evaluation for a programme of their interest. The course seeks to develop participants competencies in interpreting and designing evaluation research in educational contexts. Through considering the purposes of evaluations, examining major theories and models of evaluation, and analyzing cases, participants will develop understanding of the key elements of evaluation, including framing questions, sampling, data collection and analysis, and reporting of findings. Attention will also be given to ethics and relationships with clients and subjects. Examples from various sources will be used as case studies.</p>	4

MiniMasters (Curriculum and Teaching)

Course Code	Course Title	Course Synopses	AU
MCT921	Theory and Practice of Authentic Assessment	<p>This course aims to provide participants with a sound grasp of the theoretical underpinnings of authentic assessments as well as practical skills needed for designing authentic assessments. More specifically, it aims to provide participants with</p> <ol style="list-style-type: none">1) conceptual clarity on authenticity2) principles for designing quality authentic assessments;3) a critical perspective of the role of authentic assessment within Singapore's educational system. <p>The course will be conducted through discussions, group presentations, online forums, and hands-on activities. Participants are expected to critically appraise literature on authentic assessments and to develop an authentic assessment that will enhance the learning of their students.</p>	4
MCT935	New Media and 21st Century Learning	<p>This hands-on course aims to engage participants in examining the existing new media environment and provide an embodied new media experience for them. It addresses important, current issues in new media studies with in-depth discussion of popular perceptions/myths and implications to learning.</p> <p>Through the self-directed analysis of media content (critical media consumption) and production of media artefacts and participation in online communities (critical media prosumption), participants will gain a sense of new media culture and form their personal critique on the relationship between new media and 21st century learning for their refined practices.</p>	4