

## Bite-Sized Courses

SN	Course code <small>(click on course code for course descriptor)</small>	Course title	Corresponding Intact 4 AU Course	Corresponding NTU MiniMasters™	Corresponding HD Programme	SSG Funded
1	<a href="#">MTC901A</a>	Enhancing Learner Wellbeing, Positive Education Purpose and Practice	MTC901 Nurturing Learners and Learning	Advanced Pedagogical Practices	Master of Teaching	Yes
2	<a href="#">MTC901B</a>	Enhancing Learner Wellbeing, Character Strengths and Mindfulness		Advanced Pedagogical Practices	Master of Teaching	Yes
3	<a href="#">MTC901C</a>	Enhancing Learner Motivation		Advanced Pedagogical Practices	Master of Teaching	Yes
4	<a href="#">MTC902A</a>	The Teacher and the Curriculum	MTC902 Designing Curriculum: Theory and Practice	Advanced Pedagogical Practices	Master of Teaching	Yes
5	<a href="#">MTC902B</a>	The Elements of Curriculum and Curriculum Designing		Advanced Pedagogical Practices	Master of Teaching	Yes
6	<a href="#">MTC902C</a>	Teachers as Curriculum Designers		Advanced Pedagogical Practices	Master of Teaching	Yes
7	<a href="#">MTC903A</a>	Assessment for Learning: An overview of theory and practice	MTC903 Assessment for Learning: Theory and Practice	Advanced Pedagogical Practices	Master of Teaching	Yes
8	<a href="#">MTC903B</a>	Assessment for Learning: Deep dive into issues and possibilities		Advanced Pedagogical Practices	Master of Teaching	Yes
9	<a href="#">MTC903C</a>	Assessment for Learning: Putting it together		Advanced Pedagogical Practices	Master of Teaching	Yes
10	<a href="#">MTC904A</a>	Facilitating Learning in the Digital Age: Part 1 Digital Learning – The tripartite relationship		Advanced Pedagogical Practices	Master of Teaching	Yes

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11	<a href="#">MTC904B</a>	Facilitating Learning in the Digital Age: Part 2 Digital Learning – Theory-practise nexus	MTC904 Facilitating Learning in the Digital Age	Advanced Pedagogical Practices	Master of Teaching	Yes
12	<a href="#">MTC904C</a>	Facilitating Learning in the Digital Age: Part 3 Digital Learning – Critical perspectives and deepening understanding		Advanced Pedagogical Practices	Master of Teaching	Yes

## COURSE DESCRIPTORS

SN	Course code	Course title	Course Descriptors
1	MTC901A	Enhancing Learner Wellbeing, Positive Education Purpose and Practice	<p>Through this course participants will:</p> <ol style="list-style-type: none"> <li>1. Gain insight into the science of positive psychology.</li> <li>2. Develop an understanding of wellbeing from the perspective of positive education and positive psychology.</li> <li>3. Explore key concepts and skills which have a significant impact on personal well-being.</li> <li>4. Be able to apply the ideas to enhance learner well-being.</li> <li>5. Develop an understanding of mindset orientations and implications on learning.</li> <li>6. Recognize the feedback plays an important role in developing mindsets.</li> <li>7. Be able to promote complete immersion in activities through understanding the nature of engagement, the pathways to it and the function it has in individual wellbeing.</li> <li>8. Foster social and emotional skills in order to create and promote strong and nourishing relationships.</li> </ol>
2	MTC901B	Enhancing Learner Wellbeing, Character Strengths and Mindfulness	<p>Through this course participants will:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of wellbeing from the perspective of positive psychology and positive education.</li> <li>2. Be able to apply the ideas to enhance learner well-being in their home, school or organisational context as well as in their personal lives.</li> <li>3. Develop an understanding of the VIA classification of strengths.</li> <li>4. Be able to identify their signature strengths and the signature strengths of others.</li> <li>5. To learn to use their signature strengths more fully in their personal and professional lives.</li> <li>6. To acquire and demonstrate a mindful disposition through self-regulation of attention and focus on present experiences.</li> </ol>
3	MTC901C	Enhancing Learner Motivation	<p>Through this course participants will:</p> <ol style="list-style-type: none"> <li>1. Describe and relate the concept of motivation to their context of teaching and learning.</li> <li>2. Develop a systemic perspective and approach in understanding the issues and factors influencing student motivation and engagement in learning.</li> <li>3. Develop an understanding of motivational theories in order to promote learning and achievement.</li> <li>4. Translate and apply the motivational theories to enhance learner motivation in their teaching/learning contexts.</li> </ol>
4	MTC902A	The Teacher and the Curriculum	<p>Course participants will:</p> <ol style="list-style-type: none"> <li>1. Be able to examine and understand curriculum and curriculum designing using different theoretical conceptions and from multiple perspectives.</li> <li>2. Be able to use different theories and perspectives to critically and reflexively reflect on their lived experiences and beliefs about curriculum.</li> </ol>

SN	Course code	Course title	Course Descriptors
5	MTC902B	The Elements of Curriculum and Curriculum Designing	<p>Course participants will:</p> <ol style="list-style-type: none"> <li>1. Be able to understand the relationships between the various elements of curriculum.</li> <li>2. Be able to critically analyse and evaluate the various factors and considerations that influence curriculum designing and enactment.</li> <li>3. Be able to critically analyse and evaluate the various consequences of curriculum designing and enactment.</li> </ol>
6	MTC902C	Teachers as Curriculum Designers	<p>Course participants will:</p> <ol style="list-style-type: none"> <li>1. Be able to respond, in educationally and ethically defensible ways, to curriculum problems and anticipated consequences of curriculum decisions.</li> <li>2. Be able to bring relevant theoretical conceptions to bear on their curriculum practice and to use their curriculum experiences to refine their theoretical understandings of curriculum and curriculum designing and enactment.</li> <li>3. Be able to participate meaningfully and effectively in curriculum-designing activities.</li> </ol>
7	MTC903A	Assessment for Learning: An overview of theory and practice	<p>Course participants will identify the divergent theoretical possibilities and relations inherent in formative assessment and AfL in the research and wider literature, in particular in terms of designing formative assessment tasks.</p>
8	MTC903B	Assessment for Learning: Deep dive into issues and possibilities	<p>Course participants will identify subject-specific or workplace learning considerations of AfL policies and optimal changes in current practices to enhance or ensure learning.</p>
9	MTC903C	Assessment for Learning: Putting it together	<p>Course participants will propose a coherent set of assessment practices in terms of the design of assessment tasks, assessment rubrics for achievement standards, and formative feedback as dialogue, that enhances the efficacious use of AfL that would be compatible with social-cultural settings within Singaporean schools and institution contexts.</p>
10	MTC904A	Facilitating Learning in the Digital Age: Part 1 Digital Learning – The tripartite relationship	<p>Course participants will:</p> <ol style="list-style-type: none"> <li>1. Gain an understanding of digital learning.</li> <li>2. Explore key concepts and perspectives of learning in the digital age.</li> <li>3. Determine the profile of digital natives and how it impacts learning in the digital age.</li> <li>4. Define the role of educators (who are a mix of digital natives and immigrants) and how their roles need to be re-invented.</li> <li>5. Explore the various key concepts defining formal and informal learning spaces.</li> </ol>
11	MTC904B	Facilitating Learning in the Digital Age: Part 2 Digital Learning – Theory-practise nexus	<p>Course participants will:</p> <ol style="list-style-type: none"> <li>1. Comprehend the main literature and theoretical concepts that underpin the design considerations for digital learning.</li> <li>2. Explore key concepts that determine the considerations for designing technology-enabled personalised learning activities and experiences that cater to diverse learner needs.</li> <li>3. Evaluate the effectiveness of differentiated instruction for their learners through the use of technology tools.</li> <li>4. Critically review the concepts vis-à-vis a real world case scenario.</li> </ol>

SN	Course code	Course title	Course Descriptors
12	MTC904C	Facilitating Learning in the Digital Age: Part 3 Digital Learning – Critical perspectives and deepening understanding	<p>Course participants will:</p> <ol style="list-style-type: none"> <li>1. Synthesise the various key concepts that determine the effectiveness of learning in the digital age.</li> <li>2. Critically review relevant theoretical approaches to deepen their understanding of designing and facilitating learning in the digital age.</li> <li>3. Examine why and how learning needs to be differentiated and how it can be facilitated through technology-mediated learning.</li> <li>4. Comprehend how the information available through the technology platform about their students' learning informs the next learning design.</li> <li>5. Apply the key concepts and ideas to a given learning problem to synthesise and personalise their learning.</li> </ol>