

SkillsFuture Singapore Funded NIE Higher Degree Courses

Course Timetable

January 2021 semester timetable will be available from mid-Nov 2020 onwards. Please click [here](#) for more information.

To register for Courses

| | |
|------------------------------------|--------------------------|
| For courses under NTU MiniMasters™ | NTU PACE |
| For all other courses | PLaCE |

For enquiries

| | |
|------------------------------------|--|
| For courses under NTU MiniMasters™ | pace@ntu.edu.sg |
| For all other courses | For course administration: inservice@nie.edu.sg For course curriculum: higherdegrees@nie.edu.sg |

Note:

For **August 2021 semester** courses, please check back from mid-Jun 2021 onwards.

List of Courses

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Semester-Long Courses

| S/N | Course code (click on course code for course descriptor) | Course title | Jan 2021 Semester | Corresponding NTU MiniMasters™ | Corresponding HD Programme | SSG Funded | Emerging Area(s) (if applicable) |
|-----|---|---|-------------------|--------------------------------|--|---|-------------------------------------|
| 1. | MAE903 | Sociolinguistic Perspectives on the Classroom | ✓ | NA | MA (Applied Linguistics) | Skills-based Continuing Education Courses | NA |
| 2. | MAE910 | Corpora in Applied Linguistics | - | NA | MA (Applied Linguistics) | Skills-based Continuing Education Courses | NA |
| 3. | MAE916 | Critical Literacy: Theory into Practice in the Language Classroom | - | NA | MA (Applied Linguistics) | Skills-based Continuing Education Courses | NA |
| 4. | MAE920 | Second Language Reading Pedagogy | - | NA | MA (Applied Linguistics) | Skills-based Continuing Education Courses | NA |
| 5. | MALC831 | Assessment and Learning | - | NA | MA (Leadership and Educational Change) | Skills-based Continuing Education Courses | NA |

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| 6. | MAS919 | GIS and Geospatial Learning in the Humanities | - | NA | MA (Humanities Education) | SkillsFuture Series Course | <ul style="list-style-type: none"> • Data Analytics; • Tech-Enabled Services; • Digital Media; • Urban Solutions |
| 7. | MCL911 | Application of Information and Communication Technologies in Teaching and Learning of Chinese Language | ✓ | NA | MED (Chinese Language) | SkillsFuture Series Course | Digital Media |
| 8. | MCL912 | Chinese-English Translation and Chinese Language Teaching: From Theory to Practice | - | NA | MED (Chinese Language) | Skills-based Continuing Education Courses | NA |
| 9. | MCT902 | Crafting the Curriculum | ✓ | MM in Curriculum and Teaching | MED (Curriculum and Teaching) | Skills-based Continuing Education Courses | NA |

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| 10. | MCT912 | Curriculum and Program Evaluation | - | MM in Curriculum and Teaching | MED (Curriculum and Teaching) | Skills-based Continuing Education Courses | NA |
| 11. | MCT921 | Theory and Practice of Authentic Assessment | ✓ | MM in Curriculum and Teaching | MED (Curriculum and Teaching) | Skills-based Continuing Education Courses | NA |
| 12. | MCT935 | New Media and 21st Century Learning | - | MM in Curriculum and Teaching | MED (Curriculum and Teaching) | Skills-based Continuing Education Courses | NA |
| 13. | MDP901 | Social and Emotional Development and Assessment | - | MM in Learning and Development | MED (Developmental Psychology) | Skills-based Continuing Education Courses | NA |
| 14. | MDP902 | Children Cognitive Development and Assessment | ✓ | MM in Learning and Development | MED (Developmental Psychology) | Skills-based Continuing Education Courses | NA |

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| 15. | MDP904 | Motivation, Volition and Learning-in-Action | ✓ | MM in Learning and Development | MED (Developmental Psychology) | Skills-based Continuing Education Courses | NA |
| 16. | MDP907 | How to Nurture Creative and Happy Learners | ✓ | MM in Learning and Development | MED (Developmental Psychology) | Skills-based Continuing Education Courses | NA |
| 17. | MDR901 | Theatre Making: Theory, Practice, Pedagogy | ✓ | MM in Drama Education | MED (Drama) | Skills-based Continuing Education Courses | NA |
| 18. | MDR902 | Drama Education, Curriculum and Assessment | ✓ | MM in Drama Education | MED (Drama) | Skills-based Continuing Education Courses | NA |
| 19. | MDR903 | The Teacher as Facili-Actor | - | MM in Drama Education | MED (Drama) | Skills-based Continuing Education Courses | NA |

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| 20. | MDR904 | Arts-based Research | ✓ | MM in Drama Education | MED (Drama) | Skills-based Continuing Education Courses | NA |
| 21. | MEA901 | Research and Issues in Art Education | ✓ | NA | MED (Art) | SkillsFuture Series Course | Data Analytics |
| 22. | MEA902 | Visual Arts and Creativity | - | NA | MED (Art) | Skills-based Continuing Education Courses | NA |
| 23. | MEA903 | Art and New Media Technology | - | NA | MED (Art) | SkillsFuture Series Course | <ul style="list-style-type: none"> • Tech-enabled Services; • Digital Media |
| 24. | MEA904 | Art Making and Aesthetic Enquiry | ✓ | NA | MED (Art) | SkillsFuture Series Course | Data Analytics |
| 25. | MEC901 | Child Development (0-8 years) | ✓ | MM in Early Childhood Education | MED (Early Childhood) | Skills-based Continuing Education Courses | NA |

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| 26. | MEC902 | Issues and Trends in Early Childhood Education | ✓ | MM in Early Childhood Education | MED (Early Childhood) | Skills-based Continuing Education Courses | NA |
| 27. | MEC903 | Research Investigations in Early Childhood Education | ✓ | MM in Early Childhood Education | MED (Early Childhood) | Skills-based Continuing Education Courses | NA |
| 28. | MEL902 | Analyzing Literature and Language | ✓ | NA | MED (English) | Skills-based Continuing Education Courses | NA |
| 29. | MEL914 | Teaching Oral Communication: Current Theories and Approaches | - | NA | MED (English) | Skills-based Continuing Education Courses | NA |
| 30. | MEL918 | Reading in a Multimodal Age | ✓ | NA | MED (English) | Skills-based Continuing Education Courses | NA |

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| 31. | MEL920 | Creative Writing in the Classroom | - | NA | MED (English) | Skills-based Continuing Education Courses | NA |
| 32. | MEM901 | Organizational Learning and Development | - | MM in Educational Management | MA (Educational Management) | Skills-based Continuing Education Courses | NA |
| 33. | MEM909 | Contemporary Issues in Strategic Educational Management | - | MM in Educational Management | MA (Educational Management) | Skills-based Continuing Education Courses | NA |
| 34. | MEM913 | Interdisciplinary Thinking for Educational Leaders | - | MM in Educational Management | MA (Educational Management) | Skills-based Continuing Education Courses | NA |
| 35. | MES906 | Exercise Physiology | ✓ | MM in Physical Activity and Health | MSc (Exercise and Sports Studies) | Skills-based Continuing Education Courses | NA |

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| 36. | MES910 | Physical Activity, Nutrition & Health | ✓ | MM in Physical Activity and Health | MSc (Exercise and Sports Studies) | Skills-based Continuing Education Courses | NA |
| 37. | MES911 | Psychology of Physical Activity | - | MM in Physical Activity and Health | MSc (Exercise and Sports Studies) | Skills-based Continuing Education Courses | NA |
| 38. | MHA901 | Understanding Learners with High Ability and their Affective and Moral Needs | ✓ | NA | MED (High Ability Studies) | Skills-based Continuing Education Courses | NA |
| 39. | MHA902 | Identification of Potential and Administration of Interventions for High Ability Learners | - | NA | MED (High Ability Studies) | Skills-based Continuing Education Courses | NA |
| 40. | MHA904 | Critical and Creative Thinking for High Ability Learners | - | NA | MED (High Ability Studies) | Skills-based Continuing Education Courses | NA |

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| 41. | MHA906 | Using Multicultural Children's Literature to Facilitate Social and Emotional Learning among Exceptional Learners | - | NA | MED (High Ability Studies) | Skills-based Continuing Education Courses | NA |
| 42. | MID901 | Instructional Design Models and Practices | ✓ | MM in Instructional Design (E-Learning) | MA (Instructional Design and Technology) | Skills-based Continuing Education Courses | NA |
| 43. | MID922 | E-learning tools for Training | - | MM in Instructional Design (E-Learning) | MA (Instructional Design and Technology) | Skills-based Continuing Education Courses | NA |
| 44. | MID941 | Evaluation Models & Methods | ✓ | MM in Instructional Design (E-Learning) | MA (Instructional Design and Technology) | Skills-based Continuing Education Courses | NA |
| 45. | MLT903 | Technologies as Cognitive Tools | ✓ | MM in Technology for Teaching and Learning | MED (Learning Sciences and Technologies) | Skills-based Continuing Education Courses | NA |

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| 46. | MLT912 | Design for Blended Learning | ✓ | MM in Technology for Teaching and Learning | MED (Learning Sciences and Technologies) | Skills-based Continuing Education Courses | NA |
| 47. | MLT913 | Technology Supported Assessment | - | MM in Technology for Teaching and Learning | MED (Learning Sciences and Technologies) | Skills-based Continuing Education Courses | NA |
| 48. | MME922 | Numbers and the Teaching of Numbers | - | NA | MED (Mathematics) | Skills-based Continuing Education Courses | NA |
| 49. | MML905 | School-Based Curriculum Design for Malay Language Teaching | - | NA | MED (Malay Language) | Skills-based Continuing Education Courses | NA |
| 50. | MPM904 | Attitude Measurement and Personality Assessment | ✓ | NA | MED (Educational Assessment) | SkillsFuture Series Course | Data Analytics |

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| 51. | MPM905 | Programme Evaluation | ✓ | NA | MED (Educational Assessment) | Skills-based Continuing Education Courses | NA |
| 52. | MPM909 | Elementary Statistics for Education | ✓ | NA | MED (Educational Assessment) | SkillsFuture Series Course | Data Analytics |
| 53. | MSC903 | Science as Practice | ✓ | MM in Science Education | MED (Science) | Skills-based Continuing Education Courses | NA |
| 54. | MSC904 | Alternative Conceptions and Conceptual Change in Science Learning | ✓ | MM in Science Education | MED (Science) | Skills-based Continuing Education Courses | NA |
| 55. | MSC906 | Representations and New Media in Science Education | - | MM in Science Education | MED (Science) | Skills-based Continuing Education Courses | NA |
| 56. | MSE902 | Human Development | - | MM in Special Education | MED (Special Education) | Skills-based Continuing Education Courses | NA |

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| 57. | MSE911 | Learning Disabilities | ✓ | MM in Special Education | MED (Special Education) | Skills-based Continuing Education Courses | NA |
| 58. | MSE913 | Curriculum Design and Development | - | MM in Special Education | MED (Special Education) | Skills-based Continuing Education Courses | NA |
| 59. | MSE915 | Assessment of Children and Youth with Special Needs | - | MM in Special Education | MED (Special Education) | Skills-based Continuing Education Courses | NA |
| 60. | MTC901 | Nurturing Learners and Learning | ✓ | MM in Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 61. | MTC902 | Designing Curriculum: Theory and Practice | ✓ | MM in Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |

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| 62. | MTC904 | Facilitating Learning in the Digital Age | - | MM in Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 63. | MTD903 | Instructional Design Models and Practices | - | MM in Professional Training and Development | MA in Professional Education (Training and Development) | Skills-based Continuing Education Courses | NA |
| 64. | MTD908 | Training Methods and Strategies | ✓ | MM in Professional Training and Development | MA in Professional Education (Training and Development) | Skills-based Continuing Education Courses | NA |
| 65. | MTD909 | E-learning tools for Training | - | MM in Professional Training and Development | MA in Professional Education (Training and Development) | Skills-based Continuing Education Courses | NA |

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Bite-Sized Courses

| S/N | Course code (click on course code for course descriptor) | Course title | Jan 2021 Semester | Corresponding Intact 4 AU Course | Corresponding NTU MiniMasters TM | Corresponding HD Programme | SSG Funded | Emerging Area(s) (if applicable) |
|-----|---|--|-------------------|--|---|----------------------------|---|-------------------------------------|
| 1. | MTC901A | Enhancing Learner Wellbeing, Positive Education Purpose and Practice | ✓ | MTC901 Nurturing Learners and Learning | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 2. | MTC901B | Enhancing Learner Wellbeing, Character Strengths and Mindfulness | ✓ | MTC901 Nurturing Learners and Learning | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 3. | MTC901C | Enhancing Learner Motivation | ✓ | MTC901 Nurturing Learners and Learning | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 4. | MTC902A | The Teacher and the Curriculum | ✓ | MTC902 Designing Curriculum: Theory and Practice | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 5. | MTC902B | The Elements of Curriculum and Curriculum Designing | ✓ | MTC902 Designing Curriculum: Theory and Practice | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |

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| S/N | Course code (click on course code for course descriptor) | Course title | Jan 2021 Semester | Corresponding Intact 4 AU Course | Corresponding NTU MiniMasters TM | Corresponding HD Programme | SSG Funded | Emerging Area(s) (if applicable) |
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| 6. | MTC902C | Teachers as Curriculum Designers | ✓ | MTC902 Designing Curriculum: Theory and Practice | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 7. | MTC903A | Assessment for Learning: An overview of theory and practice | ✓ | MTC903 Assessment for Learning: Theory and Practice | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 8. | MTC903B | Assessment for Learning: Deep dive into issues and possibilities | - | MTC903 Assessment for Learning: Theory and Practice | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 9. | MTC903C | Assessment for Learning: Putting it together | - | MTC903 Assessment for Learning: Theory and Practice | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |
| 10. | MTC904A | Facilitating Learning in the Digital Age: Part 1 Digital Learning – The tripartite relationship | ✓ | MTC904 Facilitating Learning in the Digital Age | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |

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| 11. | MTC904B | 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 | Skills-based Continuing Education Courses | NA |
| 12. | MTC904C | Facilitating Learning in the Digital Age: Part 3 Digital Learning – Critical perspectives and deepening understanding | - | MTC904 Facilitating Learning in the Digital Age | Advanced Pedagogical Practices | Master of Teaching | Skills-based Continuing Education Courses | NA |

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COURSE DESCRIPTORS

| S/N | Course code | Course title | Course Descriptors |
|-----|-------------|---|--|
| 1. | MAE903 | Sociolinguistic Perspectives on the Classroom | This course examines language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on Singapore classrooms |
| 2. | MAE910 | Corpora in Applied Linguistics | This course provides students with a foundation in corpus linguistics for use in research, professional development and pedagogy. Corpus linguistics (CL) is a fast growing field of linguistics that provides unique insights in language through the computer-aided analysis of (large) collections of spoken and written text. This course consists of a series of lectures, seminars and workshops with a significant practical component. Each week has an e-learning module of approximately 1-hour in addition to the three hour face-to-face classes, in which students complete mini-research projects using online corpora and software, such as COCA, BNC, and Lextutor. Most classes have a lab component in order to provide extensive hands-on experience with some of the most widely used CL software tools. No previous knowledge of computer programming or statistics is required. |
| 3. | MAE916 | Critical Literacy: Theory into Practice in the Language Classroom | This course offers a fresh approach to the teaching of English Language from a critical literacy perspective. While the primary aim of the course is to show participants how to do critical literacy in the classroom and provide models for practice that can be adapted to any context, the theoretical orientation of critical literacy is given equal attention in the course to show how social/critical theory informs classroom practice. The course will inspire participants to take seriously the relationship between language and power and also orient readers critically to the social effects of texts. Participants will be drawn into the key questions critical readers need to pose of texts: whose interests are served, who benefits, who is disadvantaged, who is included, and who is excluded? The pedagogical implications of what it means to live critical literacies through curriculum design will also be explored in the course. |

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| S/N | Course code | Course title | Course Descriptors |
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| 4. | MAE920 | Second Language Reading Pedagogy | This course will survey theoretical and research perspectives on L2 reading and highlight relevant research studies that have practical applications for the teaching of reading in various educational settings. Work done in the field of second language reading that draws upon a variety of theoretical perspectives, in particular cognitive and social learning theories, in the past two decades will be selectively discussed. Special attention will be given to how understanding about the nature of reading has significantly changed during this period and how this has influenced the way L2 reading is taught and assessed in various L2 learning contexts with diverse groups of learners. |
| 5. | MALC831 | Assessment and Learning | <p>In recent years, there has been renewed interest, and a growing body of literature and research on assessment for learning, sometimes referred to as formative assessment or classroom assessment. At the same time, there is a growing awareness of the confluence of assessment and learning and the tensions between assessment and learning as a dialectic.</p> <p>This course is designed to provide educational leaders with a theoretical framework and an informed understanding of the assessment and learning dialectic in various issues so that they can evaluate assessment practices and policies in their own context. Participants are then able to systematically and critically reflect on assessment practices in their own contexts and to learn from the experiences and contexts of others.</p> |
| 6. | MAS919 | GIS and Geospatial Learning in the Humanities | This course is designed to introduce the use of GIS (Geographic Information Systems) technologies in social sciences. It focuses on the theories and principles of GIS and GIS applications in social sciences, including social studies, urban analysis and planning, tourism, and health geography. The course requires participants to engage in group discussions on spatial phenomena of social issues, and have hands-on exercises through real-world case studies by using ArcGIS software. Through this course, participants will learn to collect data and conduct spatial analysis, interpretation and presentation of geographic information under social context. |
| 7. | MCL911 | Application of Information and Communication | Immersing Information and Communication Technologies (ICT) into Chinese Language classroom is not just about employing digital learning materials or references to aid |

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| | | Technologies in Teaching and Learning of Chinese Language | <p>traditional teaching. More in-depth professional development is required to improve teachers design capacity in engendering different forms of teaching enabled or enhanced by ICT, especially communicative approaches, socio-constructivist learning, and extending language learning beyond the classroom. Moreover, in the context of globalisation in the 21st century, the usage of languages in our daily lives and work environments differs from the past centuries.</p> <p>It is crucial to nurture the students new literacies in utilising Chinese Language for effective communication in the cyberspace, particularly in the new media environments. We need to have a closer link to the 21st century teaching and learning with ICT, providing the natural context for the development of the new literacies.</p> |
| 8. | MCL912 | Chinese-English Translation and Chinese Language Teaching: From Theory to Practice | <p>Being a multilingual nation, Singapore is unique in its language environment, providing a rich linguistic context for students learning the Chinese language. Our youth today are widely exposed to the Chinese and English languages, using them in their translations. These rich materials should be harnessed for formal language learning. This course will help to equip MEd students with the pre-requisite understanding.</p> |
| 9. | MCT902 | Curriculum Designing: From Theory to Practice | <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,</p> |

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| | | | assessment, etc.) means that something else has been excluded. However, the decisions are not final. 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. |
| 10. | MCT912 | Curriculum and Program Evaluation | 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. |
| 11. | MCT921 | Theory and Practice of Authentic Assessment | 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 them. The first half of the course will focus on the writings of Dewey and sociocultural theories to better understand the rationale for authentic assessments. They will also examine Messick's construct-based approach as a basis for designing such assessments. The second half of the module will focus on practice with opportunities for participants to critique and review assessments (and their rubrics) currently used in their contexts. |
| 12. | MCT935 | New Media and 21st Century Learning | 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. Through the self-directed analysis of |

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| | | | 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. |
| 13. | MDP901 | Social and Emotional Development and Assessment | This course is one of the two core (required specialization) modules in the Master of Education (Developmental Psychology) programme. The course contains major and classic social and emotional development theories that are fundamental to the participants before they take on other more specialized courses in the programme. It also introduces how to assess children's social and emotional development. |
| 14. | MDP902 | Children Cognitive Development and Assessment | Children's cognitive development is the emergence of the ability to process information, think, and understand. Understanding children's cognitive development is essential for curriculum development, effective teaching, and good policy making. |
| 15. | MDP904 | Motivation, Volition and Learning-in-Action | This course is designed to empower teachers, coaches, supervisors or parents to motivate their charges and to develop their volition to love, to will, to think and to make personal improvements so that they become happy and well-adjusted members of the community. The course examines biological-psychological research and theories related to enhancing motivation and volition in young and adult learners. It helps participants to understand why some renowned persons drive themselves to success while others seem to remain in mediocrity. Participants will engage in research practices and reflections as they relate their experiences to theories and hypotheses in daily practices based on the framework of Knowledge-Volition-Action. |
| 16. | MDP907 | How to Nurture Creative and Happy Learners | It has been said that we live in the VUCA world Volatile, Uncertain, Complex, and Ambiguous. Creative individuals will cope well in the VUCA world, due to their capacity to think of original solutions to complex and challenging problems. At the same time, via incremental improvement or radical transformation of the VUCA world they live in, creative individuals can live happy, enriched and meaningful lives in society. This module infuses its participants with relevant KSAOs (Knowledge, Skills, Abilities and Others) to nurture creative and happy learners in the Singapore context. It achieves |

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| S/N | Course code | Course title | Course Descriptors |
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| | | | this goal by immersing participants in the theoretical and empirical research on creativity and happiness. By mastering this psychological domain of knowledge, participants will become skilful facilitators of creative and happy learners in the classroom, and thereby prepare their students for living and thriving in the VUCA world. |
| 17. | MDR901 | Theatre Making: Theory, Practice, Pedagogy | <p>This course addresses the growing interest in the use of drama as a pedagogical tool in schools. It addresses the processes of theatre-making, as well as the theories that accompany them, as creative and engaged participants. It will consequently focus on the understanding of theoretical frames, their translation and applicability to the practice of theatre-making, and the use of such practice in the creative classroom. The course is thus suited for educators who want to develop alternative learning spaces that draw on theatre as a creative and dynamic medium. It requires students to have comprehensive knowledge of the theories introduced and to experiment with theatre as a collaborative art form, as well as participate in dialogical processes of developing a vision for theatre in relation to context and culture.</p> <p>The course will be conducted as a lecture/seminar/practical workshop that involves students in critical reading and analysis, theatre improvisations, group discussions and individual reflection. These are done as both non face-to-face and face-to-face activities.</p> |
| 18. | MDR902 | Drama Education, Curriculum and Assessment | This is a new course for the M.Ed. (Drama) programme and will be a required specialization course. It is a pedagogical methods course and is an integration of 2 old modules Contextualizing Drama Education, and Drama Curriculum as creative Practice. The module covers the basics principles of drama education, drama in the curriculum and assessment in drama. |
| 19. | MDR903 | The Teacher as Facili-Actor | This course examines the role of the teacher as a reflective and reflexive practitioner, who is both facilitator and actor/performer in her capacity as a collaborative and dialogical educator. It attends to how interactive and participatory learning require teachers to be adaptable to varied styles of learning, and self-aware in relation to multiple cultural dynamics. This entails an ability to improvise and perform multiple roles |

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| | | | <p>in order to meet the needs of varied teacher-student dynamics in the 21st century context.</p> <p>The teacher as performer is interrogated in relation to cultural and social practices that inform how teachers are expected to articulate themselves and execute particular duties. Students will engage with performance theory, facilitation techniques and practical tasks that apply notions of performativity to the work of education through drama-based activities and frameworks. They will learn and develop teaching processes that draw from performance strategies and skills.</p> <p>This course responds to the ongoing changes in the education landscape that require teachers to become more engaged in active learning processes that exceed conventional book learning approaches, and embrace holistic, multi-dimensional and inter-disciplinary frames. The arts, particularly drama, is an ideal platform through which to do this, as it is inherently open to change and integrative of multiple knowledge. The teacher as facili-actor can then embody and enact these critical pedagogies and practices.</p> |
| 20. | MDR904 | Arts-based Research | This is a new course that investigates forms of arts-based research and is structured for students doing CI route. It is also an option for those wishing to take a dissertation and explore possible arts-based research methodologies. |
| 21. | MEA901 | Research and Issues in Art Education | This course examines the history of the discipline and explores various methodologies, critical theory, and resource material for art educational research. This involves techniques of scholarly and critical writing and evaluation of bibliographic sources. The intention is to assist candidates locate their own approaches to art education within the context of ideas and to understand the orientation and significance of contemporary art education theory and practice. |
| 22. | MEA902 | Visual Arts and Creativity | <ul style="list-style-type: none"> * Learners will understand the types of cognition involved in the creative process of art making. * Learners will experience the dynamic role affective responses play in the art making process. |

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| | | | <ul style="list-style-type: none"> * Learners will understand the importance of interdisciplinary knowledge in engendering creative thoughts. * Learners will also acquire foundational knowledge to facilitate creativity in the classroom setting. |
| 23. | MEA903 | Art and New Media Technology | <ul style="list-style-type: none"> * To describe and distinguish contemporary practices of Art and New Media Technology * To evaluate affordances of New Media Technology * To develop and create Art works or Art learning tools utilizing New Media Technology |
| 24. | MEA904 | Art Making and Aesthetic Enquiry | <ul style="list-style-type: none"> * To discover and observe contemporary art practices through artist studio visits * To evaluate and experiment with one's own artistic practice. * To produce a body of work through a personal artistic investigation. |
| 25. | MEC901 | Child Development (0-8 years) | <p>The MEC901 course which is the first specialisation course in the MEd (EC) Program, provides the foundation for all the other specialisation courses.</p> <p>This course will help participants conceptualize children's development across infancy, pre-school and primary school years (birth to 8 years) through the critical review of/reflection on various developmental theories, models, approaches and scholarly works.</p> |
| 26. | MEC902 | Issues and Trends in Early Childhood Education | <p>This course aims is to empower participants to explore and reflect critically on key current and historical issues and trends underpinning the developments of early childhood education (ECE), and through this, to examine and discuss how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands.</p> |
| 27. | MEC903 | Research Investigations in Early Childhood Education | <p>This course introduces students to the research design process in early childhood related topics. This course is essential in preparing students for their dissertation and MMM800 (Critical Inquiry) course which would require them to conduct a small research</p> |

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| | | | study within a single semester. This course provides the necessary preparation by allowing students to craft a coherent research design gathering literature, sifting through theories, identifying a focused topic and honing in on the study purpose as well as selecting the specific research methodology for their study which is centered in the early years and commonly used in early childhood education. |
| 28. | MEL902 | Analyzing Literature and Language | This course introduces participants to the study and analysis of styles in canonical and non-canonical literary texts, as well as other similarly creative texts such as advertisements, using fundamental linguistic and literary tools. It is an interdisciplinary course spanning the borders of English language and English literature, which are presently framed in the school curriculum as two subjects even though they are mutually constitutive fields of inquiry. As education expands globally and exponentially, it is imperative that both language teachers and literature teachers promote learners who are able to systematically identify and critically evaluate or appreciate the qualities of language used for particular effects in a plethora of creative texts which exist around them. Participants in this course will have opportunities to examine and describe the forms of texts, interpret their communicative functions and offer evaluations of the textual effects created, supported by language-based evidence. |
| 29. | MEL914 | Teaching Oral Communication: Current Theories and Approaches | The aim of the course is to introduce contemporary theoretical notions and pedagogical frameworks and approaches related to teaching listening and speaking such as the metacognitive, cognitive and social processes involved in oral communication, the principles and procedures for evaluating listening and oral competence, and the incorporation of multimodal and literary texts. You will explore how to apply the ideas covered and discussed in this course in your own teaching context, which are also relevant to, and can be adapted for, the teaching of other languages in both first and second language contexts. |
| 30. | MEL918 | Reading in a Multimodal Age | This course aims to introduce participants to various theories in the teaching of reading from early to adolescent literacy. Students will explore skills-based instruction and constructivist approaches, cognitive and sociocultural theories of reading, and discuss the implications of these ways of thinking for their classroom teaching and assessment. |

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| | | | Furthermore, students will explore what it means to read in a multimodal age, and examine the reading and viewing of visual and other multimodal texts. |
| 31. | MEL920 | Creative Writing in the Classroom | Creative writing, whether in fiction or non-fiction, is part and parcel of the English language curriculum in Singapore and around the world. The course will engage teachers of English language and literature in the very processes of creative writing that they would have their own students engage in. Practical experience in, along with theoretical and research knowledge of, the craft of writing, can help teachers reflect critically on their own pedagogical approaches in the composition classroom. |
| 32. | MEM901 | Organizational Learning and Development | <p>This course explores some of the basic concepts that explain how organizations and individuals develop and learn. It draws upon recent research to illustrate contemporary educational practices.</p> <p>The course aims to provide a map of the main concepts which explain the notions of learning and development; illustrate how concepts of learning and development are to be found in the every-day practice of educators and education institutions; draw upon examples of learning and development practices from the international educational arena; use the notions of learning and development to analyze contemporary educational practices known to participants and then to reflect upon the lessons that are inherent in those practices.</p> |
| 33. | MEM909 | Contemporary Issues in Strategic Educational Management | This course reviews the evolution of strategic management. The course will also be explored through the ten schools of strategic management. Planning and traditional strategic management assumes that detail plans and structure determines strategy, which leads to performance consequences. Issues with traditional strategic management will be explored through the changing educational landscape in Singapore. As the educational landscape in Singapore continues to change rapidly, a new type of strategic school leader is needed. The new strategic leader is one who can cope proactively with a dynamic, complex, increasingly competitive and sometimes uncertain context. Because defining success for schools will also change with the changing educational landscape, the strategic leader must review assumptions that lead to school |

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| | | | <p>practices and challenge these assumptions in view of the changing educational landscape.</p> <p>This view of educational success will require relevant strategies to develop staff, incorporate relevant learning programmes and structures and promote learning opportunities for students that will future-ready them in the changing landscape. The strategic choices for schools are to pursue goals beyond the school and include global, local and individual goals. Hence, strategy must be multi-dimensional and future oriented.</p> |
| 34. | MEM913 | Interdisciplinary Thinking for Educational Leaders | <p>The course aims to introduce to participants the key concepts of interdisciplinary thinking for them to be innovative and effective educational leaders in the 21st century. The focus is on how knowledge and methods in two or more disciplines can be integrated to produce a cognitive advancement such as explaining a phenomenon, solving a problem and creating a product.</p> |
| 35. | MES906 | Exercise Physiology | <p>This course explores how the human body responds to acute and chronic physiological demands of sports and exercise. The module will cover energy systems, cardiovascular and respiratory regulation, skeletal muscle physiology and aspects of environmental effects on sports and exercise performance. An integrative approach is adopted to link between basic theories and applied concepts in real life situations. A key focus will be on how research and the underlying exercise physiology principles are relevant to the practitioner. Common assessment techniques with practical applications in sports and exercise physiology will be discussed.</p> <p>Students will perform laboratory work using state-of-the-art equipment, alongside lectures and tutorials. A mix of face-to-face interactions, online learning and group work is implemented in this module. It is intended that students be guided to holistically integrate the knowledge presented throughout the module.</p> |
| 36. | MES910 | Physical Activity, Nutrition & Health | <p>This course will equip students with an understanding of the role of physical activity and nutrition in preventing chronic non-communicable lifestyle diseases.</p> |

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| | | | <p>Issues related to measurement are covered before examining the evidence that physical activity and good nutrition can be used to prevent and treat a range of chronic lifestyle diseases.</p> <p>Physical activity prescription and nutritional recommendations for the prevention of each disease will be examined. The course will use a range of methods to explore the evidence including lectures, laboratory work, tutorials, online learning, group work and presentations.</p> |
| 37. | MES911 | Psychology of Physical Activity | <p>This course will equip students with an advanced level understanding of psychological knowledge about physical activity for health.</p> <p>Topics covered include: physical activity correlates and theories, physical activity behavioural change, benefits of physical activity to health, measurements of physical activity, data acquisition, data processing and interpretation, and research approaches in physical activity psychology.</p> <p>Students will have opportunities to work on physical activity measurements and data interpretation as a part of research experience, alongside lectures and tutorials. A mix of face-to-face interactions, online learning and group work is implemented in this course. It is intended that students be guided to holistically integrate the knowledge presented throughout the course.</p> |
| 38. | MHA901 | Understanding Learners with High Ability and their Affective and Moral Needs | <p>This course provides an overview to the intellectual, socio-affective and moral needs of learners with high ability. Teachers will be introduced to the historical and philosophical background and current thinking in the education of learners with high ability. The course would also look into the typical personality characteristics of highly intelligent and creative persons. Other issues related to spiritual intelligence, emotional giftedness, moral reasoning, intensities in energy levels and positive maladjustment will be explored. Discussions of motivational and volitional strengths as sources of productive behaviours; underachievement and dual exceptionalities will be featured as well to enhance the capacity of professionals in this area to make a difference in their students development and address their affective, moral, as well as cognitive needs.</p> |

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| 39. | MHA902 | Identification of Potential and Administration of Interventions for High Ability Learners | This course presents guiding principles for the identification and administration of programmes designed for High Ability Learners and Talent Development. Identification methods, criteria and procedures, tests used to identify the gifted and assessment issues will be discussed in view of programming provisions and intervention possibilities. Alternative identification tools and forms of intervention will be introduced with regard to culturally deprived gifted population and invisible underachievers. Standards for systematically developing, implementing and managing appropriate programmes to meet the needs of High Ability Learners at primary and secondary school levels will be examined. Issues relating to the integration of such programmes into general education programming; professional development and resources to support such programmes will be discussed. |
| 40. | MHA904 | Critical and Creative Thinking for High Ability Learners | The course aims to prepare teachers for the challenges of developing thinking dispositions in students and developing classes into thinking communities. It builds an understanding of creative and critical thinking processes in highly creative and intellectually gifted learners. It promotes pedagogy that is informed by whole brain research and functioning. Other than examining the 4Ps in creativity, the person, process, product and press, it will discuss the intricacies of the creative-problem solving process and what constitutes a creative product. The development of higher-order analytical thinking, logical thinking, perception, imagination and discovery will be included in discussions. Research on the effectiveness of the use of different models of instruction that promote critical and creative thinking is explored for possible applications. |
| 41. | MHA906 | Using Multicultural Children's Literature to Facilitate Social and Emotional Learning among Exceptional Learners | While teachers have constantly been tasked to infuse SEL (socio-emotional learning) components and higher-order thinking in the classroom, many are uncertain as to how these can be effectively implemented, particularly with gifted and talented readers. Research has indicated how exceptional picture books and young adult literature have served to contribute to the nurturing of social and emotional development among gifted children and adolescents (Hebert Kent, 2000). Some of the more common effects of gifted readers experiences in the classroom include a stagnant reading growth, boredom, low motivation for reading, and even outright refusal to read as many of the |

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| | | | readers do not see the literature introduced to them by their teachers as relevant or challenging enough for them (Wood, 2008). This course module aims to build the capacity of teachers to make use of multicultural children's literature to inspire student aspirations (Fullan Langworthy, 2014) as they are exposed to relevant multicultural children's literature that would challenge their thinking as well as help enhance empathy, tolerance, and ideations of social justice among gifted and talented readers. Teachers would be exposed to a diverse multicultural text-set that aims to develop gifted students metacognitive, critical and creative thinking skills as they recognize who they are and their place in the world through outstanding multicultural children's literature. |
| 42. | MID901 | Instructional Design Models and Practices | <p>In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives.</p> <p>In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.</p> |
| 43. | MID922 | e-Learning Tools for Training | <p>In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their work demands with their social lives.</p> <p>In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.</p> |
| 44. | MID941 | Evaluation Models and Methods | <p>This is a core course for MAIDT program.</p> <p>Program evaluation is important for instructional design as it</p> <ol style="list-style-type: none"> 1) helps determine the merit and worth of an instructional package, 2) helps identify the strength and area for improvement to assist decision making and program development. |

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| | | | <p>This course is intended to provide students with an understanding and awareness of the basic philosophical, procedural, and technical aspects of evaluation.</p> <p>The primary goal is to help students achieve a level of basic knowledge and skills in the application of acceptable and efficient models to the evaluation of programs. Students will systematically design an evaluation plan as the final project for the course.</p> |
| 45. | MLT903 | Technologies as Cognitive Tools | <p>Topics include:</p> <ol style="list-style-type: none"> 1) Definition of cognitive tool and reasons for using technology as cognitive tools 2) Classification of cognitive tools and research 3) Concept of affordances 4) Use of web 2.0 tools as cognitive tools 5) Theoretical underpinning of concept/mind mapping tools 6) Theoretical underpinning of computer supported collaborative learning (CSCL) 7) Affordances of CSCL tools for teaching and learning |
| 46. | MLT912 | Blended Learning in Schools | <p>Topics include:</p> <ol style="list-style-type: none"> 1) Pros and cons of using the blended learning approach 2) Identify and use appropriate ICT tools to support blended learning environments 3) Design blended learning environments 4) Develop blended learning environments |
| 47. | MLT913 | Technology Supported Assessment | <p>Topics include:</p> <ol style="list-style-type: none"> 1) Theories and approaches in assessment, with 2) More focus on assessment for learning/ formative assessment 3) Pedagogies and approaches in designing assessment with technology principles for the appropriate use of technology supported assessment 4) Benefits and challenges 5) Barrier and enablers in technology supported assessment |

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| 48. | MME922 | Numbers and the Teaching of Numbers | <p>This is a specialisation elective course for the MEd (Mathematics) programme.</p> <p>This course contributes to the following programme objectives particularly in the area of numbers and its teaching: (1) build the participants knowledge of the mathematics subject matter; (2) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom. In addition, the course also covers students misconceptions in the learning of numbers in support of another programme objective of providing participants with knowledge related to specific ideas in mathematics education.</p> |
| 49. | MML905 | School-Based Curriculum Design for Malay Language Teaching | <p>In the Malay Language Curriculum Pedagogy Review Committee Report (MLCPRC) 2005, among its recommendations were the need to have ML teachers identifying and nurturing their students to become the best that they can be in the learning of the language. The concept of Differentiated Instructions was also introduced to enhance and engage student learning. In 2010, the Mother Tongue Languages Review Committee submitted their recommendation indicating the need to make the teaching and learning of Mother Tongue Language more purposeful and dynamic to the needs of students and the changing demographic background of learners. Bearing these two policy reports in mind, and the Curriculum 2015 (C2015) in detailing broad-based and holistic curriculum as well as calling for finer customization of learning, there is a need for a course on school-based curriculum design (SBCD) for the teaching of ML. Also, the relevance of SBCD in Malay Language by taking into account the latest educational theories, approaches and challenges will also be examined.</p> <p>This course will help participants understand the concept of SBCD and how it can be implemented in the context of ML teaching and learning in Singapore schools. Participants will also be required to plan and analyze the effectiveness of an SBCD programme.</p> |
| 50. | MPM904 | Attitude Measurement and Personality Assessment | <p>This course covers the non-cognitive aspects of educational assessment. Non-cognitive attributes such as attitudes, interests, and personality are important to education for the</p> |

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| | | | 21st century. The course complements those of cognitive assessments, to provide the breadth of knowledge for a MEd (Educational Assessment) graduate. |
| 51. | MPM905 | Programme Evaluation | It is important that stakeholders are able to know if current programmes in schools and organisations are effective and are bringing about the intended outcomes as planned. Periodic monitoring is also important to ensure that the standard and quality of the programmes remain robust. This course is therefore designed to help practitioners learn the skills of programme evaluation to enable them to appraise educational, social and community programmes in their organisations in a scientific and systematic manner - one that is grounded in the science of programme evaluation. As a specialisation elective, the course caters to the interested MEd (Educational Assessment) student. |
| 52. | MPM909 | Elementary Statistics for Education | This course provides the MEd (Educational Assessment) graduate student with the skills and understanding of elementary statistics and their applications in the social and behavioural sciences. Basic statistical literacy is required in a critical reading of research literature and in conducting sound research. It is essential knowledge for a MEd(Educational Assessment) graduate working in the field of educational measurement and evaluation |
| 53. | MSC903 | Science as Practice | <ol style="list-style-type: none"> 1) To provide more science education courses for participants to choose in the MEd programme 2) To strengthen the theory and practice nexus of science as practice in science teaching 3) To enable participants to make connections between the ideas of science as practice to other classroom practices |
| 54. | MSC904 | Alternative Conceptions and Conceptual Change in Science Learning | This course introduces constructive learning theories and conceptual change theories as well as methods to determine alternative conceptions in the context of science learning. It will create greater awareness of the difficulties in learning science, how to diagnose these difficulties, and how to design interventions to address them. |

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| 55. | MSC906 | Representations and New Media in Science Education | Learning science involves students making sense of and generating multiple modes of representations (e.g., written text, images and mathematical symbols) that characterise science. Classroom teachers also make use multiple media and forms of representations to present the subject matter and shape their students conceptual understanding. This course will offer participants an overview of the theories and analytical tools so that participants are able to examine representations and media that are used in research and in classroom practice. In addition, participants will apply the theories learned to analyse representational artifacts commonly used in the teaching of science (e.g., diagram, textbook), including the use of new media such as simulation and video to determine their efficacy in supporting student learning. |
| 56. | MSE902 | Human Development | This course examines the major dimensions of typical and atypical physical, cognitive, moral, emotional and social developments in relation to the patterns of growth, stability and change, which occur across the lifespan. The impact of biological, psychological, and social challenges on human development will be explored. An ecological perspective will be utilized to understand the individual, family, community, and society issues related to these challenges. A range of developmental learning theories will be introduced to help explain different outcomes in terms of learning, personality, behaviour, mental capacities and processes, and the influences of culture and language. Alongside the general theories of human development, disability will be introduced through a life course approach to offer an alternative framework for thinking about disability as it affects people of all generations and at all points of life course transition. This perspective is important, because it highlights how disabling societies and practices affect the population under consideration i.e. children, young people and adults, helping us to understand life course transitions in a collective way, and how this shapes our understanding of disability in the social world. Participants will be encouraged to link theoretical perspectives and empirical studies with their roles as educators in order to help them develop the necessary understanding and skills to assist others in navigating life's present and future challenges. |
| 57. | MSE911 | Learning Disabilities | This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine |

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| | | | the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges. |
| 58. | MSE913 | Curriculum Design and Development | This course introduces curriculum design and development models and practices pertinent to the field of special education. Students will demonstrate the why, what and how of curriculum design and development. Effective teaching and learning requires a renewed focus on the unique needs of individual learners and an understanding of differentiated curricula and pedagogies to meet the needs of these learners. This course aims to offer the knowledge and skills to develop appropriate curricula and instructional approaches to accommodate learners with diverse needs ranging from those with high support needs to those who are gifted and talented. |
| 59. | MSE915 | Assessment of Children and Youth with Special Needs | <p>This course offers an introduction to assessment and testing of children with special needs. It combines the introduction of the theories and concepts in assessment, with evidence-based practices when assessing children.</p> <p>Participants in this course will have direct experiences with screening, standardized, criterion-referenced, and behavioral assessment. Through these experiences, they will link the theories and concepts in measurement and child development with the practical guidelines, procedures, and applications.</p> <p>Participants taking this course will understand the different purposes and functions of assessment and important considerations when selecting instruments for assessment of specific purposes. They will be able to:</p> <ol style="list-style-type: none"> plan an assessment of children with special needs be aware of issues in the choice of method for assessing children with special needs conduct an assessment with a child interpret the findings of the assessment |

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| | | | e) communicate it with parents or other professionals |
| 60. | MTC901 | Nurturing Learners and Learning | <p>In this course, participants will be introduced to:</p> <ol style="list-style-type: none"> 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, children's 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, children's or employees motivation to learn. |
| 61. | MTC901A | Enhancing Learner Wellbeing, Positive | <p>Through this course participants will:</p> <ol style="list-style-type: none"> 1. Gain insight into the science of positive psychology. |

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| | | Education Purpose and Practice | <ol style="list-style-type: none"> 2. Develop an understanding of wellbeing from the perspective of positive education and positive psychology. 3. Explore key concepts and skills which have a significant impact on personal well-being. 4. Be able to apply the ideas to enhance learner well-being. 5. Develop an understanding of mindset orientations and implications on learning. 6. Recognize the feedback plays an important role in developing mindsets. 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. 8. Foster social and emotional skills in order to create and promote strong and nourishing relationships. |
| 62. | MTC901B | Enhancing Learner Wellbeing, Character Strengths and Mindfulness | <p>Through this course participants will:</p> <ol style="list-style-type: none"> 1. Develop an understanding of wellbeing from the perspective of positive psychology and positive education. 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. 3. Develop an understanding of the VIA classification of strengths. 4. Be able to identify their signature strengths and the signature strengths of others. 5. To learn to use their signature strengths more fully in their personal and professional lives. 6. To acquire and demonstrate a mindful disposition through self-regulation of attention and focus on present experiences. |

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| 63. | MTC901C | Enhancing Learner Motivation | <p>Through this course participants will:</p> <ol style="list-style-type: none"> 1. Describe and relate the concept of motivation to their context of teaching and learning. 2. Develop a systemic perspective and approach in understanding the issues and factors influencing student motivation and engagement in learning. 3. Develop an understanding of motivational theories in order to promote learning and achievement. 4. Translate and apply the motivational theories to enhance learner motivation in their teaching/learning contexts. |
| 64. | MTC902 | Designing Curriculum: Theory and Practice | <p>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.</p> <p>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 teacher's agency and responsibilities in curriculum designing and enactment and bring about improvements in curriculum practice.</p> |
| 65. | MTC902A | The Teacher and the Curriculum | <p>Course participants will:</p> <ol style="list-style-type: none"> 1. Be able to examine and understand curriculum and curriculum designing using different theoretical conceptions and from multiple perspectives. 2. Be able to use different theories and perspectives to critically and reflexively reflect on their lived experiences and beliefs about curriculum. |

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| 66. | MTC902B | The Elements of Curriculum and Curriculum Designing | <p>Course participants will:</p> <ol style="list-style-type: none"> 1. Be able to understand the relationships between the various elements of curriculum. 2. Be able to critically analyse and evaluate the various factors and considerations that influence curriculum designing and enactment. 3. Be able to critically analyse and evaluate the various consequences of curriculum designing and enactment. |
| 67. | MTC902C | Teachers as Curriculum Designers | <p>Course participants will:</p> <ol style="list-style-type: none"> 1. Be able to respond, in educationally and ethically defensible ways, to curriculum problems and anticipated consequences of curriculum decisions. 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. 3. Be able to participate meaningfully and effectively in curriculum-designing activities. |
| 68. | 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> |
| 69. | 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> |
| 70. | 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> |

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| S/N | Course code | Course title | Course Descriptors |
|-----|-------------|---|--|
| 71. | MTC904 | Facilitating Learning in the Digital Age | <p>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.</p> <p>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 today's learners need to develop in this digital age.</p> <p>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.</p> |
| 72. | 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"> 1. Gain an understanding of digital learning. 2. Explore key concepts and perspectives of learning in the digital age. 3. Determine the profile of digital natives and how it impacts learning in the digital age. 4. Define the role of educators (who are a mix of digital natives and immigrants) and how their roles need to be re-invented. 5. Explore the various key concepts defining formal and informal learning spaces. |
| 73. | 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"> 1. Comprehend the main literature and theoretical concepts that underpin the design considerations for digital learning. 2. Explore key concepts that determine the considerations for designing technology-enabled personalised learning activities and experiences that cater to diverse learner needs. |

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| S/N | Course code | Course title | Course Descriptors |
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| | | | <ol style="list-style-type: none"> 3. Evaluate the effectiveness of differentiated instruction for their learners through the use of technology tools. 4. Critically review the concepts vis-à-vis a real world case scenario. |
| 74. | 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"> 1. Synthesise the various key concepts that determine the effectiveness of learning in the digital age. 2. Critically review relevant theoretical approaches to deepen their understanding of designing and facilitating learning in the digital age. 3. Examine why and how learning needs to be differentiated and how it can be facilitated through technology-mediated learning. 4. Comprehend how the information available through the technology platform about their students' learning informs the next learning design. 5. Apply the key concepts and ideas to a given learning problem to synthesise and personalise their learning. |
| 75. | MTD903 | Instructional Design Models and Practices | <p>This course provides participants with an understanding of the process of systematic instructional design and how it can be executed in practice.</p> <p>Participants will explore the pros and cons of different instructional design models. Using an experiential learning approach, participants will execute instructional design projects to analyze, design, develop, implement, and evaluate training they have designed.</p> <p>Students will also examine the instructional design models versus their own workplace practices through online discussions.</p> |
| 76. | MTD908 | Training Methods and Strategies | Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. |

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| S/N | Course code | Course title | Course Descriptors |
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| | | | <p>This course aims to provide conceptual understanding of the theoretical underpinnings of selected training/instructional methods and strategies.</p> <p>It aims to provide opportunities for students to explore concrete training/instructional design theories and to design appropriate strategies and/or activities to achieve the instructional objectives.</p> <p>Given a performance problem, the students will be able to apply the instructional theories and approaches to address the needs of the learners and the performance gap.</p> |
| 77. | MTD909 | E-learning tools for Training | <p>In the new information age, many traditional classroom courses or training programs need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.</p> <p>Through readings, online learning, discussions, and hands-on activities, participants will be able to:</p> <ol style="list-style-type: none"> 1. Compare the pros and cons of various web-based tools for training. 2. Compare the pros and cons of various e-learning authoring tools; 3. Design and develop e-learning lessons by using appropriate tools. 4. Identify key features of a learning management system and to use a web-based LMS 5. Apply techniques in digital video production from pre-production, production to post-production to produce an interview video and a training video |

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