HIGHER DEGREE PROGRAMMES AUGUST 2020 SEMESTER

Last Update: 26 August 2020

Timetable is subject to changes. Students are required to check the timetable again one week before the commencement of lessons.

^Please refer to the "Course Synopses" from page 10 onwards.

Online Course Registration:
27 Jul 2020 (9am) to 29 Jul 2020 (5pm)

Add/Drop Period:
10 Aug 2020 (9am) to 24 Aug 2020 (5pm)

Programme	Course Code	Course Title^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts (Applied Linguistics)	MAE900	Research Methodology in Applied Linguistics	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE5-01-LT11	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	MAAL students only.	MAAL students only.	
Master of Arts (Applied Linguistics)	MAE901	Discourse Studies	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Assoc Prof CSILLA WENINGER, csilla.weninger@nie.edu.sg	All HD students.	All HD students.	
Master of Arts (Applied Linguistics)	MAE902	Language Acquisition Studies	4	Tutorial Group 1	17	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-01-TR306	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	All HD students.	All HD students.	Cross-listed with MEL916.
Master of Arts (Applied Linguistics)	MAE903	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	22	17-Aug-20	Monday, 18:00 - 21:00	NIE3-01-TR301	Dr CHRISTINE ANITA XAVIER, christine.xavier@nie.edu.sg	All HD students.	All HD students.	Cross-listed with EDEL901.
Master of Arts (Applied Linguistics)	MAE907	Oracy Development and Research	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:00 - 21:00	NIE3-01-TR312	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	All HD students.	All HD students.	
Master of Arts (Applied Linguistics)	MAE913	Systemic Functional Linguistics	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:00 - 21:00	NIE5-01-LT11	Dr GUO LIBO, libo.guo@nie.edu.sg	All HD students.	All HD students.	
Master of Arts (Applied Linguistics)	MAE916	Critical Literacy: Theory, Practice, and Research	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:00 - 21:00	NIE3-01-TR306	Dr SALLY ANN JONES, sally.jones@nie.edu.sg	All HD students.	All HD students.	EdD common class with EDEL904.
Master of Arts (Applied Linguistics)	MAE917	The History and Practice of Reading	4	Tutorial Group 1	23	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-01-LT10	Assoc Prof LOH CHIN EE, chinee.loh@nie.edu.sg	All HD students.	All HD students.	
Master of Arts (Applied Linguistics)	MAE918	Bilingualism and Biliteracy: Theory and Practice	4	Tutorial Group 1	25	14-Aug-20	Friday, 18:00 - 21:00	NIE3-01-TR305	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	All HD students.	All HD students.	
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 1	25	14-Aug-20	Friday, 18:00 - 20:00	NIE3-01-TR306 / NIE3-01-LT9	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MAAL students only.	MAAL students only.	Cross-listed with MED902 (TG08).
Master of Arts (Applied Psychology)	MAP811	Research Methods in Applied Psychology	3	Tutorial Group 1	22	12-Aug-20	Wednesday, 14:00 - 17:00	NIE7-01-LT4	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	All MAAP Students 2020 intake.	All MAAP Students 2020 intake.	
Master of Arts (Applied Psychology)	MAP812	Statistics in Applied Psychology	3	Tutorial Group 1	22	14-Aug-20	Friday, 18:00-21:00	NIE7-B1-18 (Bernoulli Lab)	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	All MAAP Students 2020 Intake	All MAAP Students 2020 Intake	
Master of Arts (Applied Psychology)	MCP815	Family and Marital Counselling	3	Tutorial Group 1	10	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR210	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MAAP CP TRACK Students 2018, 2019, 2020 Intake	All MAAP Students 2018, 2019, 2020 Intake	Cross-listed with MAC820.
Master of Arts (Applied Psychology)	MCP817	Vocational Assessment and Career Counselling	3	Tutorial Group 1	8	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR206	Asst Prof Suh Hanna, hanna.suh@nie.edu.sg	MAAP CP TRACK Students 2018, 2019, 2020 Intake	All MAAP Students 2018, 2019, 2020 Intake	Cross-listed with MAC813.
Master of Arts (Applied Psychology)	MCP818	Advanced Counselling Skills	3	Tutorial Group 1	20	03-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR202	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MAAP CP TRACK Students 2020 Intake	MAAP Students CP TRACK: 2020 Intake EP TRACK: 2019, 2020 Intake	
Master of Arts (Applied Psychology)	MCP819	Psychological Disorders across the Life Span	3	Tutorial Group 1	10	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR209	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	MAAP CP TRACK Students 2018, 2019, 2020 Intake	MAAP CP TRACK Students 2018, 2019, 2020 Intake	Cross-listed with MEP819
Master of Arts (Applied Psychology)	MCP823	Complex Traumatic Stress in Children and Adolescents	3	Tutorial Group 1	20	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR203	Asst Prof Yong Ming Lee, minglee.yong@nie.edu.sg	All MAAP Students 2018, 2019, 2020 Intake	All MAAP Students 2018, 2019, 2020 Intake	
Master of Arts (Applied Psychology)	MCP832	Practicum in Counselling Psychology I	6	Tutorial Group 1	25	08-Sep-20	Tuesday, 14:00 - 17:00	NIE7-01-TR714	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	MAAP CP Track Students who completed MCP818	MAAP CP Track Students who completed MCP818	
Master of Arts (Applied Psychology)	MCP833	Practicum in Counselling Psychology II	6	Tutorial Group 1	25	08-Sep-20	Tuesday, 14:00 - 17:00	Individual Arrangement	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	MAAP CP Track Students who completed MCP818 & MCP832	MAAP CP Track Students who completed MCP818 & MCP832	
Master of Arts (Applied Psychology)	MEP813	Psychological Testing	3	Tutorial Group 1	15	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR204	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP EP TRACK Students 2019 & 2020 Intake	MAAP EP TRACK Students 2019 & 2020 Intake	
Master of Arts (Applied Psychology)	MEP819	Psychological Disorders across the Life Span	3	Tutorial Group 1	10	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR209	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	MAAP EP TRACK Students 2018, 2019, 2020 Intake	MAAP EP TRACK Students 2018, 2019, 2020 Intake	Cross-listed with MCP819
Master of Arts (Applied Psychology)	MEP832	Practicum in Educational Psychology I	6	Tutorial Group 1	25	Individual Arrangement	Individual Arrangement	Individual Arrangement	Asst Prof Dutt Anuradha Salil Kumar, anuradha.dutt@nie.edu.sg	MAAP EP Track Students who completed MEP813	MAAP EP Track Students who completed MEP813	
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 1	25	Individual Arrangement	Individual Arrangement	Individual Arrangement	Asst Prof Dutt Anuradha Salil Kumar, anuradha.dutt@nie.edu.sg	MAAP EP Track Students who completed MEP813 & MEP832	MAAP EP Track Students who completed MEP813 & MEP832	
Master of Arts (Counselling and Guidance)	MAC810	Ethical, Legal and Professional Issues in Counselling	3	Tutorial Group 1	22	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR207	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	MACG Students 2019, 2020 Intake	MACG Students 2019, 2020 Intake	
Master of Arts (Counselling and Guidance)	MAC812	Life-Span Developmental Psychology	3	Tutorial Group 1	23	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR212	Asst Prof Hast Michael, michael.hast@nie.edu.sg	MACG Students 2020 Intake	MACG Students 2020 Intake	
Master of Arts (Counselling and Guidance)	MAC813	Career Development and Counselling	3	Tutorial Group 1	17	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR206	Asst Prof Suh Hanna, hanna.suh@nie.edu.sg	MACG Students: 2018, 2019 Intake	MACG Students: 2018, 2019 Intake	Cross-listed with MCP817.
Master of Arts (Counselling and Guidance)	MAC814	Theories of Counselling and Psychotherapy	3	Tutorial Group 1	23	12-Aug-20	Wednesday, 18:00 - 21:00	NIE7-01-TR714	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	MACG Students 2020 Intake	MACG Students 2020 Intake	
Master of Arts (Counselling and Guidance)	MAC818	Research Methodology and Statistical Analysis in Counselling	3	Tutorial Group 1	22	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-02-04 (ECL 5) / NIE7-B1-18 (Bernoulli Lab)	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MACG Students: 2018, 2019, 2020 Intake	MACG Students: 2018, 2019, 2020 Intake	
Master of Arts (Counselling and Guidance)	MAC820	Introduction to Family Counselling	3	Tutorial Group 1	10	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR210	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MACG Students: 2018, 2019 Intake	MACG Students: 2018, 2019 Intake	Cross-listed with MCP815.
Master of Arts (Counselling and Guidance)	MAC821	Mental Health and Community Counselling	3	Tutorial Group 1	20	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR208	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MACG Students: 2018, 2019 Intake	MACG Students: 2018, 2019 Intake	
Master of Arts (Counselling and Guidance)	MAC830	Practicum I	3	Tutorial Group 1	25	19-Aug-20	Wednesday, 18:00 - 21:00	NIE7-01-TR716	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MACG Students from 2017, 2018, 2019 Intake who completed MAC810 812 814 815 816	MACG Students from 2017, 2018, 2019 Intake who completed MAC810 812 814 815 816	

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Master of Arts (Counselling and Guidance)	MAC831	Practicum II	3	Tutorial Group 1	25	19-Aug-20	Wednesday, 18:00 - 21:00	Individual Arrangement	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MACG Students from 2017, 2018, 2019 Intake who completed MAC810 812 814 815 816 830	MACG Students from 2017, 2018, 2019 Intake who completed MAC810 812 814 815 816 830	
Master of Arts (Educational Management)	MEM801	Organisational Learning and Development	3	Tutorial Group 1	8	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-LT7	Assoc Prof NG PAK TEE, paktee.ng@nie.edu.sg	All HD students	All HD students	Common class with MEM901.
Master of Arts (Educational Management)	MEM848	Theory and Practice of Teachers' Professional Learning	3	Tutorial Group 1	8	14-Aug-20	Friday, 18:00 - 21:00	NIE2-01-TR201	Assoc Prof HAIRON SALLEH, hairon.salleh@nie.edu.sg	All HD students	All HD students	Common class with MEM912.
Master of Arts (Educational Management)	MEM850	Interdisciplinary Thinking of Educational Leaders	3	Tutorial Group 1	8	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR204	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	All HD students	All HD students	Common class with MEM913.
Master of Arts (Educational Management)	MEM901	Organizational Learning and Development	4	Tutorial Group 1	17	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-LT7	Assoc Prof NG PAK TEE, paktee.ng@nie.edu.sg	All HD students	All HD students	Common class with MEM801.
Master of Arts (Educational Management)	MEM912	Theory and Practice of Teachers' Professional Learning	4	Tutorial Group 1	17	14-Aug-20	Friday, 18:00 - 21:00	NIE2-01-TR201	Assoc Prof HAIRON SALLEH, hairon.salleh@nie.edu.sg	All HD students	All HD students	Common class with MEM848.
Master of Arts (Educational Management)	MEM913	Interdisciplinary Thinking for Educational Leaders	4	Tutorial Group 1	17	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR204	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	All HD students	All HD students	Common class with MEM850 .
Master of Arts (Educational Management)	MEM917	Policies and Leadership in Early Childhood Education	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR202	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	All HD students	All HD students	
Master of Arts (Educational Management)	MEM932	Critical Inquiry	2	Tutorial Group 1	5	17-Aug-20	Monday, 18:00 - 20:00	NIE2-01-TR213	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	MAEM students only	MAEM students only	Common class with MMM800 (TG20).
Master of Arts (Educational Management)	MEM932	Critical Inquiry	2	Tutorial Group 2	5	17-Aug-20	Monday, 18:00 - 20:00	NIE2-01-TR214	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	MAEM students only	MAEM students only	Common class with MMM800 (TG22).
Master of Arts (Educational Management)	MMM800	Critical Inquiry	3	Tutorial Group 20	5	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR213	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	MAEM students only	MAEM students only	Common class with MEM932 (TG01).
Master of Arts (Educational Management)	MMM800	Critical Inquiry	3	Tutorial Group 22	5	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR214	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	MAEM students only	MAEM students only	Common class with MEM932 (TG02).
Master of Arts (Instructional Design and Technology)	MID805	Foundations of Learning and Instruction	3	Tutorial Group 1	5	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-02-05 (ECL 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID801, and MID841). Please write to course instructor to seek permission.	Common class with MID905.
Master of Arts (Instructional Design and Technology)	MID815	Training Needs Assessment and Solutions	3	Tutorial Group 1	3	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof CHEN DER-THANQ VICTOR, victor.chen@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID801). Please write to course instructor to seek permission.	Common class with MID915 and MTD907.
Master of Arts (Instructional Design and Technology)	MID822	E-Learning Tools for Training	3	Tutorial Group 1	3	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-02-05 (ECL 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID801). Please write to course instructor to seek permission.	Common class with MID922, MTD809 and MTD909.
Master of Arts (Instructional Design and Technology)	MID845	Capstone Project for Instructional Design	3	Tutorial Group 1	5	14-Aug-20	Friday, 18:00 - 21:00	NIE2-02-05 (ECL 4) / NIE2-01-01 (Net Gen Learners' Terrace)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID844). Please write to course instructor to seek permission.	Lessons on 14 Aug and continue again from 2 Oct until 13 Nov 2020. Common class with MID945 2 Tutorial groups.
Master of Arts (Instructional Design and Technology)	MID905	Foundation of Learning and Instruction	4	Tutorial Group 1	20	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-02-05 (ECL 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID901, and MID941). Please write to course instructor to seek permission.	Common class with MID805.
Master of Arts (Instructional Design and Technology)	MID915	Training Needs Assessment and Solutions	4	Tutorial Group 1	11	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof CHEN DER-THANQ VICTOR, victor.chen@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID901). Please write to course instructor to seek permission.	Common class with MID815 and MTD907.
Master of Arts (Instructional Design and Technology)	MID922	e-Learning Tools for Training	4	Tutorial Group 1	9	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-02-05 (ECL 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID901). Please write to course instructor to seek permission.	Common class with MID822, MTD809 and MTD909.
Master of Arts (Instructional Design and Technology)	MID944	Methods for Data Collection and Analysis for Instructional Design Projects	2	Tutorial Group 1	10	14-Aug-20	Friday, 18:00 - 21:00	NIE2-01-TR209	Dr NG SIEW LING, CONNIE, connie.ng@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID901, and MID941). Please write to course instructor to seek permission.	Lessons for 6 consecutive Friday: 21 Aug, 28 Aug, 4 Sep, 11 Sep, 18 Sep and 25 Sep 2020. Start date: 21 Aug 2020. Common class with MTD900 - Professional Practice Inquiry Skills

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Master of Arts (Instructional Design and Technology)	MID945	Capstone Project for Instructional Design	4	Tutorial Group 1	20	14-Aug-20	Friday, 18:00 - 21:00	NIE2-02-05 (ECL 4) / NIE2-01-01 (Net Gen Learners' Terrace)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students only	HD students with prerequisites (MID944). Please write to course instructor to seek permission.	Lessons on 14 Aug and continue again from 2 Oct until 13 Nov 2020. Common class with MID945 2 Tutorial groups.
Master of Arts (Leadership and Educational Change)	MALC802	Globalization, Educational Change and Pedagogical Reform	3	Tutorial Group 1	20	19-Aug-20	Aug 19, 26 Sep 2, 9, 16, 23, 30 Oct 7, 14, 21, 28 Nov 4, 11 Time: 1 pm - 4 pm	NIE2-01-TR206	Assoc Prof LIM TZE-WEI LEONEL, leonel.lim@nie.edu.sg	All MALEC students. Also open to MEd(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	HD students with educational leadership experience if there are vacancies. Please write to Programme Director, A/P Christine Lee to seek permission.	
Master of Arts (Leadership and Educational Change)	MALC804	Curriculum Implementation and School Improvement	3	Tutorial Group 1	20	17-Aug-20	Aug 17, 24, 31 Sep 7, 14, 21, 28 Oct 5, 12, 19, 26 Nov 2, 9 Time: 10:00 am – 1:00 pm	NIE7-01-TR714	Dr MARDIANA BTE ABU BAKAR, mardiana.abubakar@nie.edu.sg	All MALEC students. Also open to MEd(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	HD students with educational leadership experience if there are vacancies. Please write to Programme Director, A/P Christine Lee to seek permission.	
Master of Arts (Leadership and Educational Change)	MALC806	Integrative Study Project	1	Tutorial Group 1	20	18-Aug-20	Aug 18, 25 Sep 1, 8 Time: 1.00 pm - 4.00 pm	NIE2-01-TR206	Assoc Prof GOH WEE PIN, JONATHAN, jonathan.goh@nie.edu.sg	All MALEC students. Also open to MEd(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	All MALEC students. Also open to MEd(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	
Master of Arts (Leadership and Educational Change)	MALC811	Crafting the Curriculum - From Theory to Practice	3	Tutorial Group 1	20	17-Jul-20	July 10 (full day), 17 (full day), 22 (AM), 29 (AM) Aug 7 (full day), 14 (AM), 21 (AM), 28 (AM) Sep 4 (AM), 11 (AM) Time: 10:00 am to 1:00 pm (AM) Time: 2:00 pm to 5:00 pm (PM)	NIE7-01-TR717	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	All MALEC students.. Also open to MEd(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	HD students with educational leadership experience if there are vacancies. Please write to Programme Director, A/P Christine Lee to seek permission.	
Master of Arts (Leadership and Educational Change)	MALC815	Curriculum and Teaching Policy	3	Tutorial Group 1	20	03-Jul-20	July 3, 6, 7, 9, 13, 14, 16, 20, 21, 23, 27, 28 Aug 3 Time: 8:00 pm to 11:00 pm (ONLINE)	Online	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	Not applicable after course starts. See class schedule for class dates.	Not applicable after course starts. See class schedule for class dates.	
Master of Arts (Leadership and Educational Change)	MALC831	Assessment and Learning	3	Tutorial Group 1	12	13-Aug-20	Aug 13, 20, 27; Sep 3, 10, 17, 24; Oct 1, 8, 15, 22, 29; Nov 5 Time: 6:00 pm - 9:00 pm	NIE2-01-TR206	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	All MALEC students Also open to MEd(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 22 students inclusive of all MALEC students.	HD students with educational leadership experience if there are vacancies. Please write to Programme Director, A/P Christine Lee to seek permission.	Common class with MCT903.
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 1	30	12-Aug-20	Wednesday, 18:00 - 21:00	NIE3-01-TR319	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 1	30	17-Aug-20	Monday, 18:00 - 21:00	NIE3-01-TR308	Dr XU FENG, feng.xu@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 1	30	12-Aug-20	Wednesday, 13:30 - 16:30	NIE5-01-LT11	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 1	30	11-Aug-20	Tuesday, 18:00 - 21:00	NIE7-B1-14 (Cauchy Lab)	Ms Jesmine Tan Sio Hwee, jesmine.tan@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 1	30	11-Aug-20	Tuesday, 09:30 - 12:30	NIE5-01-LT11	Dr ANG LIANG PENG, liangpeng.ang@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 2	30	13-Aug-20	Thursday, 13:30 - 16:30	NIE5-01-LT11	Dr ANG LIANG PENG, liangpeng.ang@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 1	30	13-Aug-20	Thursday, 13:30 - 16:30	NIE3-01-LT8	Dr LIM SEOK LAI, seoklai.lim@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 2	30	11-Aug-20	Tuesday, 13:30 - 16:30	NIE3-01-LT8	Dr LIM SEOK LAI, seoklai.lim@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 1	30	13-Aug-20	Thursday, 09:30 - 12:30	NIE3-01-LT8	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 2	30	11-Aug-20	Tuesday, 09:30 - 12:30	NIE3-01-LT8	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week

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Add/Drop Period:
10 Aug 2020 (9am) to 24 Aug 2020 (5pm)

Programme	Course Code	Course Title^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period / Course is Offered To	Add/Drop Period / Course is Offered To	Remarks
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 3	30	13-Aug-20	Thursday, 18:00 - 21:00	NIE3-01-TR305	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 1	25	13-Aug-20	Thursday, 09:30 - 12:30	NIE5-01-LT11	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL912	Early Childhood Education in TCIL: Theory and Practice	4	Tutorial Group 1	30	14-Aug-20	Friday, 18:00 - 21:00	NIE5-01-LT11	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 1	30	17-Aug-20	Monday, 18:00 - 21:00	NIE7-01-LT2	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 2	30	12-Aug-20	Wednesday, 18:00 - 21:00	NIE7-01-LT2	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students only.	Please write to course instructor and coordinator to seek permission.	28/09-02/10 is reading week
Master of Arts in Humanities Education	MAS836	Contemporary Singapore	3	Tutorial Group 1	5	17-Aug-20	Monday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Assoc Prof LIM MUI LING, IVY MARIA, ivy.lim@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	Common class with MAS936.
Master of Arts in Humanities Education	MAS844	Global Cities	3	Tutorial Group 1	5	12-Aug-20	Wednesday, 18:00 - 21:00	Online	Assoc Prof DAS DIGANTA KUMAR, diganta.das@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	Common class with MAS944.
Master of Arts in Humanities Education	MAS901	Issues and Research in Humanities Education	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	Online / NIE3-01-TR301	Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	
Master of Arts in Humanities Education	MAS936	Contemporary Singapore	4	Tutorial Group 1	24	17-Aug-20	Monday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Assoc Prof LIM MUI LING, IVY MARIA, ivy.lim@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	Common class with MAS836.
Master of Arts in Humanities Education	MAS944	Global Cities	4	Tutorial Group 1	24	12-Aug-20	Wednesday, 18:00 - 21:00	Online	Assoc Prof DAS DIGANTA KUMAR, diganta.das@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	Common class with MAS844.
Master of Arts in Humanities Education	MAS947	Sociology of Education	4	Tutorial Group 1	24	13-Aug-20	Thursday, 18:00 - 21:00	Online	Asst Prof Yang Peidong, peidong.yang@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	
Master of Arts in Professional Education (Training and Development)	MTD801	Professional Practice Inquiry Project	3	Tutorial Group 1	22	14-Aug-20	Friday, 18:00-21:00	NIE2-02-10 (ECL 1) / NIE2-02-09 (i-Space) / NIE2-02-04 (ECL 5) / NIE2-02-03 (ECL 6)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Core: Open only to final semester MAPE students	Core: Open only to final semester MAPE students	Common class with MTD901 (TG01)
Master of Arts in Professional Education (Training and Development)	MTD809	E-Learning Tools for Training	3	Tutorial Group 1	2	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-02-05 (ECL 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Elective: Open only to Aug 2018 intake MAPE students	Elective: Open only to Aug 2018 intake MAPE students	Common class with MTD909, MID822 and MID922.
Master of Arts in Professional Education (Training and Development)	MTD900	Professional Practice Inquiry Skills	2	Tutorial Group 1	15	14-Aug-20	Friday, 18:00-21:00	NIE2-01-TR209	Dr NG SIEW LING, CONNIE, connie.ng@nie.edu.sg	Core: Open only to Part-time Year 2 and Full-time Year 1 MAPE students	Core: Open only to Part-time Year 2 and Full-time Year 1 MAPE students	Lessons for 6 consecutive Friday: 21 Aug, 28 Aug, 4 Sep, 11 Sep, 18 Sep and 25 Sep 2020. Start date: 21 Aug 2020. Common class with MID944 - Methods for Data Collection and Analysis for Instructional Design Project
Master of Arts in Professional Education (Training and Development)	MTD901	Professional Practice Inquiry Project	4	Tutorial Group 1	3	14-Aug-20	Friday, 18:00-21:00	NIE2-02-10 (ECL 1) / NIE2-02-09 (i-Space) / NIE2-02-04 (ECL 5) / NIE2-02-03 (ECL 6)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Core: Open only to final semester MAPE students	Core: Open only to final semester MAPE students	Common class with MTD801 (TG01).
Master of Arts in Professional Education (Training and Development)	MTD903	Instructional Design Models and Practices	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-02-10 (ECL 1)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Core: Open only to Year 1 Aug 2020 intake MAPE students	Core: Open only to Year 1 Aug 2020 intake MAPE students	
Master of Arts in Professional Education (Training and Development)	MTD907	Training Needs Assessment and Solutions	4	Tutorial Group 1	11	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof CHEN DER-THANQ VICTOR, victor.chen@nie.edu.sg	Elective: Open only to Year 1 Aug 2020 intake MAPE students	Elective: Open only to Year 1 Aug 2020 intake MAPE students	Common class with MID815 and MID915.
Master of Arts in Professional Education (Training and Development)	MTD909	E-learning tools for Training	4	Tutorial Group 1	11	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-02-05 (ECL 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Elective: Open only to Year 1 Aug 2020 intake MAPE students	Elective: Open only to Year 1 Aug 2020 intake MAPE students	Common class with MTD809, MID822 and MID922.
Master of Education (Art)	MEA902	Visual Arts and Creativity	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-B3-01 (Sculpture Studio)	Mr LINCOLN PAUL BENEDICT, paul.lincoln@nie.edu.sg	All HD Students	All HD Students	Cross-listed with MPS905.
Master of Education (Art)	MEA903	Art and New Media Technology	4	Tutorial Group 1	25	14-Aug-20	Friday, 18:00 - 21:00	NIE3-B1-06 (Mac Centre)	Mr LINCOLN PAUL BENEDICT, paul.lincoln@nie.edu.sg	All HD Students	All HD Students	
Master of Education (Art)	MED902	Integrative Project	2	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE3-B1-06 (Mac Centre)	Ms CHING CHOR LENG, chorleng.ching@nie.edu.sg	Med (Art) students only	Med (Art) students only	
Master of Education (Chinese Language)	MCL902	Topics on Chinese Language and Its Teaching	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-01-TR315	Dr Tan Kar Chun,	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT. MA CL Student: Aug 2019 & Jan 2020 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan 2020 Intake.	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT. MA CL Student: Aug 2019 & Jan 2020 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan 2020 Intake. Other HD students, please write to course coordinator or course instructor for permission.	

HIGHER DEGREE PROGRAMMES AUGUST 2020 SEMESTER

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Master of Education (Chinese Language)	MCL909	Teaching of Reading and Writing of Chinese: From Theory to Practice	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:00 - 21:00	NIE3-01-TR315	Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT. MA CL Student: Aug 2019 & Jan 2020 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan 2020 Intake.	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT. MA CL Student: Aug 2019 & Jan 2020 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan 2020 Intake. Other HD students, please write to course coordinator or course instructor for permission.	
Master of Education (Chinese Language)	MCL912	Chinese-English Translation and Chinese Language Teaching: From Theory to Practice	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:00 - 21:00	NIE5-01-TR508	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT. MA CL Student: Aug 2019 & Jan 2020 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan 2020 Intake.	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT. MA CL Student: Aug 2019 & Jan 2020 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan 2020 Intake. Other HD students, please write to course coordinator or course instructor for permission.	
Master of Education (Chinese Language)	MED902	Integrative Project	2	Tutorial Group 2	25	17-Aug-20	Monday, 18:00 - 21:00	NIE3-01-TR307	Dr. Goh Hock Huan, hockhuan.goh@nie.edu.sg	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT.	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT. Other HD students, please write to course coordinator or course instructor for permission.	
Master of Education (Curriculum and Teaching)	MCT901	Curriculum: Theories and Issues	4	Tutorial Group 1	20	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-01-LT9	Assoc Prof SIM BOON YEE JASMINE, jasmine.sim@nie.edu.sg	Med (C&T) students only.	Med (C&T) students only.	MCT901 should be taken in the 1st semester of study. Cross-listed with MPS901.
Master of Education (Curriculum and Teaching)	MCT902	Designing the Curriculum	4	Tutorial Group 1	20	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR214	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	All HD students	All HD students	Common class with EDCT902.
Master of Education (Curriculum and Teaching)	MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 1	10	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR206	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	MEd(C&T) students only	MEd(C&T) students only	Common class with MALC831.
Master of Education (Curriculum and Teaching)	MCT904	Understanding Teachers and Teaching: Theory and Practice	4	Tutorial Group 1	20	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR215	Asst Prof JIANG HENG, heng.jiang@nie.edu.sg	All HD students	All HD students	
Master of Education (Curriculum and Teaching)	MCT905	Theories and Perspectives of Learning	4	Tutorial Group 1	20	12-Aug-20	Wednesday, 18:00 - 21:00	NIE3-01-LT9	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	All HD students	All HD students	
Master of Education (Curriculum and Teaching)	MCT912	Curriculum and Programme Evaluation	4	Tutorial Group 1	20	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR213	Dr Chang Wen-Chia, wenchia.chang@nie.edu.sg	All HD students	All HD students	
Master of Education (Curriculum and Teaching)	MCT913	Differentiating Curriculum and Teaching for Diverse Learners	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR216	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	20 open to MEd(C&T), 5 open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT922	Assessment for Learning in Singapore: Critical Perspectives of Theory and Practice	4	Tutorial Group 1	20	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR216	Dr Goh Swee Peng Rachel, rachel.goh@nie.edu.sg	All HD students	All HD students	
Master of Education (Curriculum and Teaching)	MCT932	Teacher Research and Research on Teaching	4	Tutorial Group 1	20	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR214	Asst Prof JIANG HENG, heng.jiang@nie.edu.sg	All HD students	All HD students	
Master of Education (Curriculum and Teaching)	MCT935	New Media and 21st Century Learning	4	Tutorial Group 1	20	11-Aug-20	Tuesday, 18:00 - 21:00	NIE7-01-TR721	Assoc Prof CHEN DER-THANQ VICTOR, victor.chen@nie.edu.sg	All HD students	All HD students	
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 3	16	13-Aug-20	Thursday, 18:00 - 21:00	NIE3-01-LT9	Assoc Prof FANG YANPING, yanping.fang@nie.edu.sg	Med (C&T) students only.	Med (C&T) students only.	MED900 should be taken in the first semester of study.
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 19	14	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR216	Dr YANG CHIEN-HUI, chienhui.yang@nie.edu.sg	Med (C&T) students only.	Med (C&T) students only.	MED900 should be taken in the first semester of study.
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 3	45	14-Aug-20	Friday, 18:00 - 21:00	NIE2-01-LT7	Assoc Prof LIM TZE-WEI LEONEL, leonel.lim@nie.edu.sg	Med (C&T) students only.	Med (C&T) students only.	
Master of Education (Developmental Psychology)	MDP901	Social and Emotional Development and Assessment	4	Tutorial Group 1	22	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	MED DP Students	All HD students	
Master of Education (Developmental Psychology)	MDP901	Social and Emotional Development and Assessment	4	Tutorial Group 2	28	12-Aug-20	Wednesday, 14:00 - 17:00	NIE7-01-TR715 / NIE05-01-04 / NIE5-01-LT12	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	MED DP Students	All HD students	
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 1	22	11-Aug-20	Tuesday, 14:00 - 17:00	NIE7-01-TR718	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED DP Students	All HD students	Cross-listed with MPM907
Master of Education (Developmental Psychology)	MDP903	Counselling Children and Adolescents	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE5-01-04 / NIE7-01-LT2	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	MED DP Students	All HD students	
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR211	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	All HD students.	All HD students.	
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 2	23	12-Aug-20	Wednesday, 14:00 - 17:00	NIE7-01-TR713	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	MED DP Students	All HD students	

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Master of Education (Developmental Psychology)	MDP906	Personality and Attitude Assessment	4	Tutorial Group 1	23	17-Aug-20	Monday, 14:00-17:00	NIE2-01-TR209 / NIE2-02-05 (ECL 4)	Dr Amelia Joy-Marie Yeo Ai-Mei, amelia.yeo@nie.edu.sg	MED DP Students	All HD students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR211	Dr Ng Aik Kwang (PT Lecturer)	MED DP Students	All HD students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 2	23	13-Aug-20	Thursday, 14:00 - 17:00	NIE2-01-TR207	Dr Ng Aik Kwang (PT Lecturer)	MED DP Students	All HD students	
Master of Education (Developmental Psychology)	MDP909	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE7-01-TR718	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED DP Students	All HD students	Cross-listed with MPM908
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 4	20	17-Aug-20	Monday, 14:00 - 17:00	NIE2-01-TR207	Assoc Prof NIE YOUYAN, youyan.nie.edu.sg	Med (DP) and Med (EA) students only.	Med (DP) and Med (EA) students only.	
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 7	20	13-Aug-20	Thursday, 18:00 - 21:00	NIE7-01-TR718	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	Med (DP) and Med (EA) students only.	Med (DP) and Med (EA) students only.	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 4	8	13-Aug-20	Thursday, 18:00 - 20:00	NIE7-01-TR717	Dr Betsy Ng Ling Ling, betsy.ng@nie.edu.sg	MED DP Students	MED DP Students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 19	8	13-Aug-20	Thursday, 14:00 - 16:00	NIE7-01-TR716	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	MED DP Students	MED DP Students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 20	6	13-Aug-20	Thursday, 18:00 - 20:00	NIE3-01-TR304	Dr CHEW LEE CHIN, leechin.chew@nie.edu.sg	Med (DP) students only.	Med (DP) students only.	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 21	8	13-Aug-20	Thursday, 18:00 - 20:00	NIE7-01-TR715	Assoc Prof LIU WOON CHIA, woonchia.liu@nie.edu.sg	MED DP Students	MED DP Students	
Master of Education (Drama)	MDR903	The Teacher as Facili-Actor	4	Tutorial Group 1	20	12-Aug-20	Wednesday, 18:30 - 21:30	Online. Please check with VPA/AG.	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene.r@nie.edu.sg	All HD Students with the Pre-Requisite Pre-Requisite: Students must have a degree / diploma / certificate in theatre, drama or drama education AND/OR have experience with drama pedagogy or use of drama in a classroom context.	All HD Students with the Pre-Requisite Pre-Requisite: Students must have a degree / diploma / certificate in theatre, drama or drama education AND/OR have experience with drama pedagogy or use of drama in a classroom context.	
Master of Education (Drama)	MDR922	Theatre in the Community	4	Tutorial Group 1	20	11-Aug-20	Tuesday, 18:30 - 21:30	Online. Please check with VPA/AG.	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene.r@nie.edu.sg	All HD Students with the Pre-Requisite Pre-Requisite: Students must have a degree / diploma / certificate in theatre, drama or drama education AND/OR have experience with drama pedagogy or use of drama in a classroom context.	All HD Students with the Pre-Requisite Pre-Requisite: Students must have a degree / diploma / certificate in theatre, drama or drama education AND/OR have experience with drama pedagogy or use of drama in a classroom context.	
Master of Education (Drama)	MED902	Integrative Project	2	Tutorial Group 5	20	13-Aug-20	Thursday, 18:30 - 21:30	Online. Please check with VPA/AG.	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene.r@nie.edu.sg	MEd Drama Students Jan 2019 batch only	MEd Drama Students Jan 2019 batch only	
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE7-02-08 (seminar room)	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MEd(EC) students - Aug 2020 (FT & PT) cohorts	All HD students - please write to course instructor for approval.	
Master of Education (Early Childhood)	MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 1	20	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR203	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	MEd(EC) students - Jan 2020 (PT) and Aug 2020 (FT) cohorts	All HD students - please write to course instructor for approval.	
Master of Education (Early Childhood)	MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 2	15	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR203	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	MEd(EC) students - Jan 2020 (PT) and Aug 2020 (FT) cohorts	All HD students - please write to course instructor for approval.	
Master of Education (Early Childhood)	MEC903	Research Investigations in Early Childhood Education	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-01-TR312	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MEd (EC) students - Jan 2020(FT) and Aug 2019 (PT) cohorts	All HD students - please write to course instructor for approval.	
Master of Education (Early Childhood)	MEC906	Curriculum Design and Development in Early Childhood Education	4	Tutorial Group 1	21	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR209	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	MEd(EC) students - Aug 2020(FT), Aug2019 (FT & PT), Jan2019(FT & PT), Jan2020 (FT & PT)	All HD students - please write to course instructor for approval.	
Master of Education (Early Childhood)	MEC909	Professionalism in Early Childhood Education	4	Tutorial Group 1	20	14-Aug-20	Friday, 18:00 - 21:00	NIE2-01-TR202	Dr Dr Kam Chee Rebecca Chan, rebecca.chan@nie.edu.sg	MEd(EC) students - Aug 2020(FT), Aug2019 (FT & PT), Jan2019(FT & PT), Jan2020 (FT & PT)	All HD students - please write to course instructor for approval.	
Master of Education (Early Childhood)	MEC910	Pedagogy in Early Childhood Education	4	Tutorial Group 1	20	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR202	Dr Dr Kam Chee Rebecca Chan, rebecca.chan@nie.edu.sg	MEd(EC) students - Aug 2020(FT), Aug2019 (FT & PT), Jan2019(FT & PT), Jan2020 (FT & PT)	All HD students - please write to course instructor for approval.	
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 6	15	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-02-07 (ECL 3)	Assoc Prof TAN AI GIRL, aigirl.tan@nie.edu.sg	MEd(EC) students - Aug 2020 (FT & PT) cohorts	MEd(EC) students - Aug 2020 (FT & PT) cohorts	
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 20	15	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-02-04 (ECL 5)	Dr Layne Heidi Johanna, heidi.layne@nie.edu.sg / Dr Pierina Cheung, pierina.cheung@nie.edu.sg	MEd(EC) students - Aug 2020 (FT & PT) cohorts	MEd(EC) students - Aug 2020 (FT & PT) cohorts	
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 6	15	17-Aug-20	Monday, 18:00 - 20:00	NIE7-01-TR719	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MEd(EC) students - Jan 2019 (PT)	MEd(EC) students - Jan 2019 (PT)	

HIGHER DEGREE PROGRAMMES AUGUST 2020 SEMESTER

Last Update: 26 August 2020

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Online Course Registration: 27 Jul 2020 (9am) to 29 Jul 2020 (5pm)

Add/Drop Period: 10 Aug 2020 (9am) to 24 Aug 2020 (5pm)

Programme	Course Code	Course Title^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 22	10	17-Aug-20	Monday, 14:30 - 16:30	NIE7-01-TR719	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MEd(EC) students - Jan 2020 (FT)	MEd(EC) students - Jan 2020 (FT)	
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 4	20	17-Aug-20	Monday, 14:00 - 17:00	NIE2-01-TR207	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	Med (DP) and Med (EA) students only.	Med (DP) and Med (EA) students only.	
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 7	20	13-Aug-20	Thursday, 18:00 - 21:00	NIE7-01-TR718	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	Med (DP) and Med (EA) students only.	Med (DP) and Med (EA) students only.	
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 7	10	13-Aug-20	Thursday, 18:00 - 20:00	NIE7-01-TR716	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	MED EA Students	MED EA Students	
Master of Education (Educational Assessment)	MPM902	Design of Assessment Systems	4	Tutorial Group 1	23	12-Aug-20	Wednesday, 18:00 - 21:00	NIE7-01-TR718	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	MED EA Students	All HD students	
Master of Education (Educational Assessment)	MPM903	Measurement Theories	4	Tutorial Group 1	20	17-Aug-20	Monday, 18:00 - 21:00	NIE2-02-10 (ECL 1)	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg	MED EA Students	All HD students	
Master of Education (Educational Assessment)	MPM907	Children Cognitive Development and Assessment	4	Tutorial Group 1	5	11-Aug-20	Tuesday, 14:00 - 17:00	NIE7-01-TR718	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED EA Students	All HD students	Cross-listed with MDP902 and MPS902.
Master of Education (Educational Assessment)	MPM908	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	5	17-Aug-20	Monday, 18:00 - 21:00	NIE7-01-TR718	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED EA Students	All HD students	Cross-listed with MDP909
Master of Education (Educational Assessment)	MPM909	Elementary Statistics for Education	4	Tutorial Group 1	19	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR213	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	All HD students.	All HD students.	
Master of Education (Educational Assessment)	MPM911	Applied Regression Analysis	4	Tutorial Group 1	16	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-02-04 (ECL 5)	Dr Amelia Joy-Marie Yeo Ai-Mei, amelia.yeo@nie.edu.sg	MED EA Students	All HD students	
Master of Education (Educational Assessment)	MPM912	Assessment of Children and Youth with Special Needs	4	Tutorial Group 1	5	14-Aug-20	Friday, 18:00-21:00	NIE2-01-TR211	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MED EA Students	MED EA Students	
Master of Education (English)	MED900	Educational Inquiry	4	Tutorial Group 8	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-01-LT8	Dr GUO LIBO, libo.guo@nie.edu.sg	Med (Eng) students only.	Med (Eng) students only.	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 8	25	14-Aug-20	Friday, 18:00 - 20:00	NIE3-01-TR306	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	Med (Eng) students only.	Med (Eng) students only.	Cross-listed with MAE990 (TG01)
Master of Education (English)	MEL901	Language and Literature Education	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	All HD students	All HD students	
Master of Education (English)	MEL902	Analyzing Literature and Language	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE3-01-TR309	Assoc Prof JOEL ROBERT GWYNNE, joel.gwynne@nie.edu.sg	All HD students	All HD students	
Master of Education (English)	MEL914	Teaching Oral Communication: Current Theories and Approaches	4	Tutorial Group 1	25	14-Aug-20	Friday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Dr NG CHIEW HONG, chiewhong.ng@nie.edu.sg	All HD students	All HD students	
Master of Education (English)	MEL916	Second Language Acquisition and Pedagogy	4	Tutorial Group 1	8	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-01-TR306	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	All HD students	All HD students	Cross-listed with MAE902.
Master of Education (English)	MEL920	Creative Writing in the Classroom	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:00 - 21:00	NIE3-01-TR305	Dr WONG MAY-LYNN, PATRICIA, patricia.wong@nie.edu.sg	All HD students	All HD students	
Master of Education (English)	MEL925	Literature and Film	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:00 - 21:00	NIE3-01-TR306	Dr YEO KAH SIN DENNIS, dennis.yeo@nie.edu.sg	All HD students	All HD students	
Master of Education (English)	MEL928	Children's Literature for the English Classroom	4	Tutorial Group 1	23	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-TR207	Dr JO ANN SHEK, joann.shek@nie.edu.sg	All HD students	All HD students	
Master of Education (High Ability Studies)	MHA901	Understanding Learners with High Ability and their Affective and Moral Needs	4	Tutorial Group 1	19	17-Aug-20	Monday, 18:00 - 21:00	NIE3-01-TR310	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg	All HD students	All HD students	
Master of Education (High Ability Studies)	MHA902	Identification of Potential and Administration of Interventions for High Ability Learners	4	Tutorial Group 1	19	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR204	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg	MHA students only	MHA students only	
Master of Education (Learning Sciences and Technologies)	MED900	Educational Inquiry	4	Tutorial Group 11	24	17-Aug-20	Monday, 18:00 - 21:00	NIE2-02-05 (ECL 4)	Asst Prof Wen Yun, yun.wen@nie.edu.sg	Med (LST) students only.	All HD students.	
Master of Education (Learning Sciences and Technologies)	MED902	Integrative Project	2	Tutorial Group 11	24	14-Aug-20	Friday, 18:00 - 21:00	NIE2-02-07 (ECL 3)	Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg	Med (LST) students only.	All HD students.	Common class with MMM800 (TG11).
Master of Education (Learning Sciences and Technologies)	MLT901	Foundations of the Learning Sciences	4	Tutorial Group 1	24	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-02-07 (ECL 3)	Prof LOOI CHEE KIT, cheekit.looi@nie.edu.sg	Med (LST) students only.	All HD students.	
Master of Education (Learning Sciences and Technologies)	MLT902	Computer Supported Collaborative Learning and Knowledge Building	4	Tutorial Group 1	24	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-02-07 (ECL 3)	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	Med (LST) students only.	All HD students.	
Master of Education (Learning Sciences and Technologies)	MLT915	Digital Game-Based Learning	4	Tutorial Group 1	24	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof AZILAWATI BTE JAMALUDIN, azilawati.j@nie.edu.sg	Med (LST) students only.	All HD students.	
Master of Education (Learning Sciences and Technologies)	MMM800	Critical Inquiry	3	Tutorial Group 11	1	14-Aug-20	Friday, 18:00 - 21:00	NIE2-02-07 (ECL 3)	Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg	Closed registration.	Closed registration.	Common class with MED902 (TG11).
Master of Education (Malay Language)	MED902	Integrative Project	2	Tutorial Group 12	25	12-Aug-20	Wednesday, 18:00 - 21:00	NIE3-01-TR322	Dr SA'EDA BTE BUANG, saeda.buang@nie.edu.sg	Med (ML) students only.	Med (ML) students only.	
Master of Education (Malay Language)	MML911	Malay Culture and Values	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE3-01-TR314	Dr MOHD AIDIL SUBHAN B MOHD SULOR, aidil.subhan@nie.edu.sg	HD students who is proficient in Malay Language and Culture.	HD students who is proficient in Malay Language and Culture.	
Master of Education (Mathematics)	MED902	Integrative Project	2	Tutorial Group 13	25	14-Aug-20	Friday, 18:00 - 21:00	NIE7-01-TR715	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	Med (Maths) students only.	Med (Maths) students only.	
Master of Education (Mathematics)	MME901	Theoretical Perspectives and Issues in Mathematics Education Research	4	Tutorial Group 1	20	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Prof BERINDERJEET KAUR, berinderjeet.kaur@nie.edu.sg	Med (Maths) students only.	Other MEd students, subject to coordinator's approval.	Cross-listed with IME6016 & EDME901
Master of Education (Mathematics)	MME903	Using Technology in Mathematics Education	4	Tutorial Group 1	20	13-Aug-20	Thursday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Dr NG WEE LENG, weeleng.ng@nie.edu.sg	Med (Maths) students only.	Other MEd students, subject to coordinator's approval.	Cross-listed with IME6017

HIGHER DEGREE PROGRAMMES AUGUST 2020 SEMESTER

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Master of Education (Mathematics)	MME916	Statistics and the Teaching of Statistics	4	Tutorial Group 1	20	17-Aug-20	Monday, 18:00 - 21:00	NIE3-01-TR311	Dr YEO BOON WOOI, JOSEPH, josephbw.yeo@nie.edu.sg	Med (Maths) students only.	Other MEd students, subject to coordinator's approval.	Cross-listed with IME6022
Master of Education (Mathematics)	MME922	Numbers and the Teaching of Numbers	4	Tutorial Group 1	20	12-Aug-20	Wednesday, 18:00 - 21:00	NIE7-01-TR715	Dr PAUL MAURICE EDMUND SHUTLER, paul.shutler@nie.edu.sg	Med (Maths) students only.	Other MEd students, subject to coordinator's approval.	Cross-listed with IME6025
Master of Education (Music)	MED902	Integrative Project	2	Tutorial Group 14	25	17-Aug-20	Monday, 18:00 - 21:00	NIE3-02-07 (Performance Room)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	Med (Music) students only.	All HD students only.	
Master of Education (Music)	MUE902	Philosophy of Music Education	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-02-18 (Music Studio 3)	Asst Prof Tan Yuh Chaur Leonard, leonard.tan@nie.edu.sg	Med (Music) students only.	All HD students only.	Common class with EDVP922.
Master of Education (Music)	MUE904	Studies in Musical Behaviours	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:00 - 21:00	NIE3-02-07 (Performance Room)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	Med (Music) students only.	All HD students only.	
Master of Education (Primary)	MED902	Integrative Project	2	Tutorial Group 20	2	13-Aug-20	Thursday, 18:00 - 20:00	NIE3-01-TR304	Dr CHEW LEE CHIN, leechin.chew@nie.edu.sg	Med (Pri) students only.	Med (Pri) students only.	
Master of Education (Primary)	MPS901	Curriculum: Theories and Issues	4	Tutorial Group 1	1	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-01-LT9	Assoc Prof SIM BOON YEE JASMINE, jasmine.sim@nie.edu.sg	Med (Pri) students only.	Med (Pri) students only.	Cross-listed with MCT901.
Master of Education (Primary)	MPS902	Children Cognitive Development and Assessment	4	Tutorial Group 1	1	11-Aug-20	Tuesday, 14:00 - 17:00	NIE7-01-TR718	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	Med (Pri) students only.	Med (Pri) students only.	Cross-listed with MPM907.
Master of Education (Primary)	MPS905	Visual Arts and Creativity	4	Tutorial Group 1	2	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-B3-01 (Sculpture Studio)	Mr LINCOLN PAUL BENEDICT, paul.lincoln@nie.edu.sg	Med (Pri) students only.	Med (Pri) students only.	Corss-listed with MEA902.
Master of Education (Science)	MED902	Integrative Project	2	Tutorial Group 16	20	13-Aug-20	Thursday, 18:00 - 21:00	Online	Assoc Prof TAN KIM CHWEE, DANIEL, daniel.tan@nie.edu.sg	Med (Sci) students only.	Med (Sci) students only.	
Master of Education (Science)	MMM800	Critical Inquiry	3	Tutorial Group 16	20	13-Aug-20	Thursday, 18:00 - 21:00	NIE7-01-TR701	Assoc Prof TAN KIM CHWEE, DANIEL, daniel.tan@nie.edu.sg	Med (Sci) students only.	Med (Sci) students only.	
Master of Education (Science)	MSC907	Critical Studies in Science Education	4	Tutorial Group 1	20	11-Aug-20	Tuesday, 18:00 - 21:00	NIE7-01-TR714	Assoc Prof TEO TANG WEE, tangwee.teo@nie.edu.sg	All HD students.	All HD students.	
Master of Education (Science)	MSC909	STEM Curriculum and Instruction	4	Tutorial Group 1	20	17-Aug-20	Monday, 18:00 - 21:00	NIE7-01-TR701	Dr Ong Yann Shiou, yannshiou.ong@nie.edu.sg	All HD students.	All HD students.	
Master of Education (Special Education)	MED900	Educational Inquiry	4	Tutorial Group 17	23	13-Aug-20	Thursday, 18:00 - 21:00	NIE2-02-03 (ECL 6) / NIE2-02-10 (ECL 1)	Mr KEE KIAK NAM, kiaknam.kee@nie.edu.sg	Med (SE) students only.	Med (SE) students only.	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 17	13	11-Aug-20	Tuesday, 18:00 - 20:00	NIE7-01-TR716	Assoc Prof TAN AI GIRL, aigirl.tan@nie.edu.sg	Med (SE) students only.	Med (SE) students only.	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 23	13	12-Aug-20	Wednesday, 18:00 - 20:00	NIE3-01-TR315	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg	Med (SE) students only.	Med (SE) students only.	
Master of Education (Special Education)	MSE902	Human Development	4	Tutorial Group 1	23	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR212	Assoc Prof WONG MENG EE, mengee.wong@nie.edu.sg	MEd (SE) students only	All HD students	
Master of Education (Special Education)	MSE902	Human Development	4	Tutorial Group 2	23	11-Aug-20	Tuesday, 18:00 - 21:00	NIE7-01-TR718	Dr TAN SOO CHING CAROL, carol.tan@nie.edu.sg	MEd (SE) students only	All HD students	
Master of Education (Special Education)	MSE913	Curriculum Design and Development	4	Tutorial Group 1	23	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR212	Dr AILSA GOH EE PING, ailsa.goh@nie.edu.sg	MEd (SE) students only, except August 2020 (Part-time) intake	All HD students	
Master of Education (Special Education)	MSE915	Assessment of Children and Youth with Special Needs	4	Tutorial Group 1	23	14-Aug-20	Friday, 18:00-21:00	NIE6-01-LT1 / NIE2-01-TR212	Assoc Prof POON KIN LOONG, KENNETH, kenneth.poon@nie.edu.sg/Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MEd (SE) students only, except August 2020 (Part-time) intake	All HD students	
Master of Education (Special Education)	MSE915	Assessment of Children and Youth with Special Needs	4	Tutorial Group 2	20	14-Aug-20	Friday, 18:00-21:00	NIE6-01-LT1 / NIE2-01-TR211	Dr Waschl Nicolette Amanda Reed, nicolette.waschl@nie.edu.sg	MEd (SE) students only, except August 2020 (Part-time) intake	All HD students	Cross-listed with MPM912.
Master of Education (Tamil Language)	MTL902	Tamil Literature in Education	4	Tutorial Group 1	10	13-Aug-20	Thursday, 18:00 - 21:00	NIE3-01-TR313	Dr A Ra Sivakumaran (PT Lecturer)	Med (TL) students only.	All HD students only.	
Master of Education (Tamil Language)	MTL905	Introduction to Tamil History & Culture of Tamil	4	Tutorial Group 1	10	13-Aug-20	Thursday, 18:00 - 21:00	NIE3-01-TR321	Assoc Prof SEETHA LAKSHMI, seetha.lakshmi@nie.edu.sg	Med (TL) students only.	All HD students only.	
Master of Science (Exercise and Sport Studies)	MES808	The Theory and Practice of Coaching	3	Tutorial Group 1	3	12-Aug-20	Wednesday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof KOH KOON TECK, koonteck.koh@nie.edu.sg	MSc(ESS) 2018 Intake Only	MSc(ESS) 2018 Intake Only	Common class with MES905.
Master of Science (Exercise and Sport Studies)	MES901	Integrative Project	2	Tutorial Group 1	11	17-Aug-20	Monday, 18:00 - 20:00	NIE5-01-TR505	Asst Prof MASATO KAWABATA, masato.kawabata@nie.edu.sg	MSc(ESS) Only	MSc(ESS) Only	Common class with MMM800 (TG21).
Master of Science (Exercise and Sport Studies)	MES903	Applied Sport Psychology - Interventions and Evaluation	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:00 - 21:00	NIE5-01-TR505	Prof WANG CHEE KENG, JOHN, john.wang@nie.edu.sg	MSc(ESS) Only	All HD students	
Master of Science (Exercise and Sport Studies)	MES905	Effective Coaching: From Theory to Practice	4	Tutorial Group 1	22	12-Aug-20	Wednesday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof KOH KOON TECK, koonteck.koh@nie.edu.sg	MSc(ESS) Only	All HD students	Common class with MES808.
Master of Science (Exercise and Sport Studies)	MES909	Motor Behaviour	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE5-B1-07 (Motor Behaviour Lab)	Dr Ng Hock Beng Tommy, tommy.ng@nie.edu.sg	MSc(ESS) Only	All HD students	
Master of Science (Exercise and Sport Studies)	MMM800	Critical Inquiry	3	Tutorial Group 21	2	17-Aug-20	Monday, 18:00 - 21:00	NIE5-01-TR505	Asst Prof MASATO KAWABATA, masato.kawabata@nie.edu.sg	MSc(ESS) 2018 Intake Only	MSc(ESS) 2018 Intake Only	Common class with MES901.
Master of Science (Life Sciences)	MLS922	Chemistry of Biological Systems	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:30-21:30	NIE7A-B2-05 (Chemistry Lab 2)	Dr TEO YONG CHUA, yongchua.teo@nie.edu.sg	MSc(LS) Chemistry [Jan & Aug 2019, Jan & Aug 2020] intakes	All HD students	On campus 15 and 22 Sep 2020
Master of Science (Life Sciences)	MLS923	Separation and Analytical Chemistry	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:30 - 21:30	NIE7A-B1-03 (Chemistry Lab 1)	Assoc Prof TAN SWEE NGIN, sweengin.tan@nie.edu.sg	MSc(LS) Chemistry [Aug 2019, Jan & Aug 2020] intakes	All HD students	On campus 9 Sep 2020
Master of Science (Life Sciences)	MLS926	Bioactive Natural Products and their Derivatives	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:30 - 21:30	Online	Dr TAN LIK TONG, liktong.tan@nie.edu.sg	MSc(LS) Chemistry [Aug 2019 intake]	All HD students	
Master of Science (Life Sciences)	MLS944	Nuclear Physics and Fission Energy	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:30 - 21:30	Online	Assoc Prof STUART VICTOR SPRINGHAM, stuart.springham@nie.edu.sg	MSc(LS) Clean Energy Physics [Jan 2019] intakes. PhD (Sci) and MSc students.	All HD students	

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Master of Science (Life Sciences)	MLS948	Molecular Spectroscopy	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:30 - 21:30	NIE7-B1-28(Physics Lab 1A)	Assoc Prof TAN TUCK LEE, AUGUSTINE, augustine.tan@nie.edu.sg	MSc(LS) Chemistry [Jan & Aug 2019], MSc(LS) Clean Energy Physics [Jan 2019] intakes. PhD (Sci) and MSc students.	All HD students and PD participants	
Master of Science (Life Sciences)	MLS963	Conservation and Management	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:30 - 21:30	NIE7A-01-07 Life Sciences Lab 2	Dr GOH PI LEE, BEVERLY, beverly.goh@nie.edu.sg	Open to MSc(LS) Chemistry [Jan & Aug 2019], MSc(LS) Environmental Science [Aug 2018] and MSc(LS) Environmental Biology [Aug 2019, Jan & Aug 2020] intakes	Open to all HD students with pre-requisites. Please write to the course coordinator to seek permission	
Master of Science (Life Sciences)	MLS973	Physiological and Molecular Responses of Plants and Animals to Environmental Stress I	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:30 - 21:30	NIE7-01-TR702	Assoc Prof CHEW SHIT FUN, sfun.chew@nie.edu.sg	MSc(LS) Environmental Biology [Jan & Aug 2020] intakes	All HD students with pre-requisites. Please write to the course coordinator to seek permission	
Master of Science (Life Sciences)	MLS985	Chemical Ecology	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:30 - 21:30	Online	Dr TAN LIK TONG, liktong.tan@nie.edu.sg	MSc(LS) Environmental Biology [Aug 2019 & Jan 2020] intakes.	All HD students	
Master of Science (Mathematics for Educators)	MSM800	Mathematical Inquiry	3	Tutorial Group 1	5	15-Aug-20	Individual Arrangement	Individual Arrangement	Asst Prof ZHU YING, ying.zhu@nie.edu.sg	MSc(MAE) 800-series students only	MSc(MAE) 900-series students only	Project supervision to be arranged by respective supervisor.
Master of Science (Mathematics for Educators)	MSM815	Discrete Mathematics and Problem Solving	3	Tutorial Group 1	5	13-Aug-20	Thursday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof DONG FENGMING, fengming.dong@nie.edu.sg	All HD Students	All HD Students	Common class with MSM912.
Master of Science (Mathematics for Educators)	MSM817	Computing and Programming Techniques	3	Tutorial Group 1	5	12-Aug-20	Wednesday, 18:00 - 21:00	NIE7-B1-18 (Bernoulli Lab)	Assoc Prof TEO BENG CHONG, bengchong.teo@nie.edu.sg	All HD Students	All HD Students	Common class with MSM913.
Master of Science (Mathematics for Educators)	MSM832	Topology	3	Tutorial Group 1	5	17-Aug-20	Monday, 18:00 - 21:00	NIE7-01-TR717	Assoc Prof ZHAO DONGSHENG, dongsheng.zhao@nie.edu.sg	All HD Students	All HD Students	Common class with MSM923.
Master of Science (Mathematics for Educators)	MSM900	Mathematical Research Methods	2	Tutorial Group 1	25	14-Aug-20	Friday, 18:00 - 21:00	NIE7-B1-14 (Cauchy Lab)	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	MSc(MAE) 900-series students only	MSc(MAE) 900-series students only	
Master of Science (Mathematics for Educators)	MSM911	Ring Theory for Educators	4	Tutorial Group 1	25	11-Aug-20	Tuesday, 18:00 - 21:00	NIE7-01-TR717	Dr TEO KOK MING, kokming.teo@nie.edu.sg	All HD Students	All HD Students	
Master of Science (Mathematics for Educators)	MSM912	Discrete Mathematics for Educators	4	Tutorial Group 1	25	13-Aug-20	Thursday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof DONG FENGMING, fengming.dong@nie.edu.sg	All HD Students	All HD Students	Common class with MSM815.
Master of Science (Mathematics for Educators)	MSM913	Computing and Programming Techniques for Educators	4	Tutorial Group 1	25	12-Aug-20	Wednesday, 18:00 - 21:00	NIE7-B1-18 (Bernoulli Lab)	Assoc Prof TEO BENG CHONG, bengchong.teo@nie.edu.sg	All HD Students	All HD Students	Common class with MSM817.
Master of Science (Mathematics for Educators)	MSM923	Topology	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE7-01-TR717	Assoc Prof ZHAO DONGSHENG, dongsheng.zhao@nie.edu.sg	All HD Students	All HD Students	Common class with MSM832.
Master of Science (Mathematics for Educators)	MSM931	Number Theory	4	Tutorial Group 1	25	14-Aug-20	Friday, 18:00 - 21:00	NIE7-01-TR710	Assoc Prof TOH PEE CHOON, peechoon.toh@nie.edu.sg	All HD Students	All HD Students	
Master of Science (Mathematics for Educators)	MSM970	Mathematical Inquiry	4	Tutorial Group 1	25	15-Aug-20	Individual Arrangement	Individual Arrangement	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	MSc(MAE) 900-series students only	MSc(MAE) 800-series students only	Project supervision to be arranged by respective supervisor.
NIE Doctor in Education	EDCT902	Advanced Studies on Assessment and Learning	4	Tutorial Group 1	5	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-01-TR214	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	EdD (C&T) students.	EdD students from other specialisations and PhD students, please write to course instructor to seek permission.	Common class with MCT902.
NIE Doctor in Education	EDEL901	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	2	17-Aug-20	Monday, 18:00 - 21:00	NIE3-01-TR301	Dr CHRISTINE ANITA XAVIER, christine.xavier@nie.edu.sg	EdD (English) students only.	EdD (English) students only.	Cross-listed with MAE903.
NIE Doctor in Education	EDEL904	Critical Literacy: Theory, Practice, and Research in Context	4	Tutorial Group 1	2	12-Aug-20	Wednesday, 18:00 - 21:00	NIE3-01-TR306	Dr SALLY ANN JONES, sally.jones@nie.edu.sg	EdD (English) students only.	EdD (English) students only.	EdD common class with MAE916.
NIE Doctor in Education	EDME901	Theoretical Perspectives and Issues in Mathematics Education Research	4	Tutorial Group 1	1	11-Aug-20	Tuesday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Prof BERINDERJEET KAUR, berinderjeet.kaur@nie.edu.sg	EdD (Math) FT student	EdD (Math) FT student	Common class with MME901
NIE Doctor in Education	EDVP922	Philosophy of Music Education	4	Tutorial Group 1	5	11-Aug-20	Tuesday, 18:00 - 21:00	NIE3-02-18 (Music Studio 3)	Asst Prof Tan Yuh Chaur Leonard, leonard.tan@nie.edu.sg	EdD (VPA) students	EdD students from other specialisations and PhD students, please write to course instructor to seek permission.	Common class with MUE902.
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 1	5	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR206	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	C&T, ELC and Sci student (5)	C&T, ELC and Sci student (5)	
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 2	6	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR207	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	ELC students (6)	ELC students (6)	
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 3	3	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR208	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	ELL students (3)	ELL students (3)	
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 4	7	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-TR210	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	L&M students (7)	L&M students (7)	
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 5	5	12-Aug-20	Wednesday, 18:00 - 21:00	NIE2-01-LT7	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	TTML and MME students (5)	TTML and MME students (5)	
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 6	1	12-Aug-20	Wednesday, 18:00 - 21:00	Individual Arrangement	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	VPA student (1)	VPA student (1)	
NIE Doctor in Education	NEDD903	Qualitative Research Methods	4	Tutorial Group 1	1	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR212	Assoc Prof GOH WEE PIN, JONATHAN, jonathan.goh@nie.edu.sg	EdD student (Jan 2019 intake)	EdD student (Jan 2019 intake)	Common class with NEDD913.
NIE Doctor in Education	NEDD913	Research Methods II	4	Tutorial Group 1	25	17-Aug-20	Monday, 18:00 - 21:00	NIE2-01-TR212	Assoc Prof GOH WEE PIN, JONATHAN, jonathan.goh@nie.edu.sg	EdD students (Jan 2020 intake)	EdD students (Jan 2020 intake)	Common class with NEDD903.

Course Code	Course Title	Description	Academic Unit
EDCT902	Advanced Studies on Assessment and Learning	This is a doctoral seminar-based course to help participants in developing a broad, critical, and well-informed understanding of the conceptual and empirical questions related to learning and assessment practices. In doing so, it seeks to develop in participants the capacity for conducting inquiry into the complex and dynamic issues related to these practices. Participants are expected to read the research critically, examine the key issues embedded, and articulate and apply the key ideas in examining their respective chosen research problems. The course provides opportunities for participants to review and re-examine their research problems, with reference to the key learning and assessment issues, and in light of the self-selected literature they read in the seminar.	4
EDEL901	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.	4
EDEL904	Critical Literacy: Theory, Practice, and Research in Context	This course offers an invigorating approach to the study of critical literacy. It presents examples of seminal historical and contemporary theory, research, and practice in local and global contexts. Participants are encouraged to adopt a reflexive standpoint on their reading in order to hone their critical, analytic, and reflective faculties and to dialogue with the course tutor and each other to deepen thinking. While there is a strong focus on the theoretical, there is also a balance derived from connecting theory to research and practice across diverse cultures, communities, families, and classrooms. Issues affecting the position of diverse individuals in these varied contexts will be examined. Participants will have opportunities to explore the subject from their own personal, professional, and academic passions and standpoints.	4
EDVP922	Philosophy of Music Education	This course centres on the philosophical foundations of music education. In particular, it seeks to address the big questions that confront contemporary music education. Course readings range from ancient to living scholars and philosophers, and cut across cultural borders in its inclusion of Asian and comparative philosophical writings.	4
MAC810	Ethical, Legal and Professional Issues in Counselling	The topics covered include professional roles and function, codes of ethics and standards of practice, legal matters and potential liabilities, safeguarding confidentiality, duty to warn, boundaries in therapeutic relationships, client rights, and value differences with clients in the Singapore context.	3
MAC812	Life-Span Developmental Psychology	This course gives an overview of the development and disorders of child and adolescent. It discusses the main features of physical and psychosocial development of children and adolescents. Topics which will be covered include the role of self-concept and self-esteem, parent-child relationships, asperger, autism, ADHD, anger management and prevention of violence, creativity and emotional intelligence.	3
MAC813	Career Development and Counselling	This course provides an understanding of the theories of career development and career counselling / guidance; acquire knowledge and skills in career guidance, assessment counselling; know the development of career guidance counselling in Singapore schools community; know the trends and issues in workforce development in Singapore and beyond; mobilise / organise resources in and out of the school to facilitate the implementation of the programme; and design research to review / evaluate the programme for improvement.	3
MAC814	Theories of Counselling and Psychotherapy	This course aims to help students develop an in-depth understanding of major current affective, cognitive, and behavioural models and skills in using these approaches in counselling. Specific orientations discussed include psychoanalytic therapy, Person-centered therapy, Reality therapy, Gestalt therapy, Rational-emotive-behavioural therapy and Cognitive-behavioural therapy.	3
MAC818	Research Methodology and Statistical Analysis in Counselling	This course covers the research designs and basic statistics. For research designs, topics covered include research problems and hypothesis formulation, the sampling and instrumentation, writing research reports, and evaluating research. For research statistics, students are exposed to the understanding of basic statistics and using statistical software (SPSS) in data analysis. Topics included are preliminary data analysis, descriptive and inferential analysis, parametric and non-parametric tests, univariate and multivariate tests.	3
MAC820	Introduction to Family Counselling	This course gives an introduction to family systems theories and investigates family issues that surface in counselling. Critical examination of systemic change, dysfunction, stages of family development, the dynamics of family interaction, problems associated with individual adjustments, adaptations and other reactions within family is included.	3

Course Code	Course Title	Description	Academic Unit
MAC821	Mental Health and Community Counselling	This course introduces the students to the field of community mental health counselling. Topics covered include the roles of the community mental health counsellor, professional ethics, managed care, various contexts of practice and organisational structures, outreach, advocacy, mandated clients, crisis intervention services, prevention, consultation, and an understanding of how diversity influences the practice of mental health/community counselling.	3
MAC830	Practicum I	The principal goal of practicum is to provide an opportunity for integration and concrete practice of counselling theories, process and techniques leading to effective individual and group counselling. There will be close supervised counselling practice with clients in approved field sites such as schools or agencies which are consistent with the student's learning needs, career goals and area of interest. Demonstration of appropriate professional quality, social and ethical judgment and being receptive is expected.	3
MAC831	Practicum II	The principal goal of practicum is to provide an opportunity for integration and concrete practice of counselling theories, process and techniques leading to effective individual and group counselling. There will be close supervised counselling practice with clients in approved field sites such as schools or agencies which are consistent with the student's learning needs, career goals and area of interest. Demonstration of appropriate professional quality, social and ethical judgment and being receptive is expected.	3
MAE900	Research Methodology in Applied Linguistics	This course focuses on research methodology in applied linguistics and covers a range of theoretical, practical, and ethical issues in applied linguistics research, with an emphasis on language teaching and learning. It examines principles for undertaking empirical research, introduces main quantitative and qualitative methods for conducting small-scale research in the language classroom, and provides hands-on experience with research designs, instruments for data collection, quantitative and qualitative methods of data analysis, evaluation of published research, and research report writing.	4
MAE901	Discourse Studies	This course will provide both a theoretical and practical introduction to concepts and techniques associated with the analysis of discourse. Students first familiarize themselves with the intellectual history of this interdisciplinary field, before turning to some fundamental issues that underlie the study of discourse. Topics covered include the relationship between language, thought and culture, the notion of context and its relation to linguistic form and function, ways of transcribing spoken discourse, and discourse in the multimodal communicational landscape. Students will read and discuss original research articles that employ various forms of discourse analysis to study how people use language to assert, negotiate, question, or challenge micro and macro social arrangements	4
MAE902	Language Acquisition Studies	This course examines theories of language acquisition (first, second, and bilingual) from psycholinguistic and sociolinguistic perspectives. A range of factors that affect the nature and route of language acquisition will be considered (e.g., age, cross-linguistic influence, linguistic environments, cognition, identity, power, etc.). A solid understanding of the nature of language acquisition is expected to provide good grounds for designing language teaching pedagogy.	4
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	4
MAE907	Oracy Development and Research	This course examines the concept of oracy by considering theories about spoken English and its learning and use in first and second language contexts. Through a critical reading of research and scholarly discussions, participants will learn about speaking and listening development from cognitive, social and discourse perspectives. This knowledge will be applied in evaluating and improving current practices in the teaching and assessment of speaking and listening competence in first and second language classrooms as well as in understanding the role of oracy in learning at home and in school.	4
MAE913	Systemic Functional Linguistics	This course introduces participants to Systemic Functional Linguistics, an essential linguistic theory that is concerned with functions of language. It examines three broad functions of language, i.e. how language encodes our experience, encodes our interaction and organizes these meanings into a coherent whole. Through hands-on activities in the analysis of texts including educational texts, this course will equip participants with an understanding of the structure, meaning and function of language in a given social context. The course will also explore how a functional approach to language can be used to guide classroom language teaching.	4

Course Code	Course Title	Description	Academic Unit
MAE916	Critical Literacy: Theory, Practice, and Research	This course offers an invigorating approach to the study of critical literacy. It presents examples of seminal historical and contemporary theory, research, and practice in local and global contexts. Participants are encouraged to adopt a reflexive standpoint on their reading in order to hone their critical, analytic, and reflective faculties and to dialogue with the course tutor and each other to deepen thinking. While there is a strong focus on the theoretical, there is also a balance derived from connecting theory to research and practice across diverse cultures, communities, families, and classrooms. Issues affecting the position of diverse individuals in these varied contexts will be examined. Participants will have opportunities to explore the subject from their own personal, professional, and academic passions and standpoints.	4
MAE917	The History and Practice of Reading	The Reading has historically been perceived as the mark of a literate person, although definitions of literacy have changed along with the transformation of social contexts, from the advent of the printing press to the rise of Amazon as an online bookseller to the changing definitions of what counts as literacy in national and international curriculum. This course examines the history and social practices of reading to understand the development as well as uses of reading historically and in our current globalized, multimediated and multicultural world. Essential questions asked during the course include: (1) What is reading? (2) What is the value of reading? (3) How is reading practiced in our everyday contexts? (4) What are the implications of our understanding of reading for curriculum, instructional and assessment practices? Course participants can expect in-depth discussions of reader response theories, sociocultural and practice theories of reading as well as educational perspectives and research springing from these theories of reading. The final section of the course explores historical and ethnographic approaches to researching reading.	4
MAE918	Bilingualism and Biliteracy: Theory and Practice	This course provides an in depth look at the theory, practice, methods of data collection, approaches to data coding, and new directions in the field of bilingualism and biliteracy. The course will focus on both biliteracy in the classroom and biliteracy in society. In terms of the classroom we will discuss how best to teach children who are learning English as a second/third language and how to help emergent bilinguals struggling to acquire reading skills in English. In terms of biliteracy in society, we will look at the way biliteracy is celebrated in advertising, media and creative writing.	4
MAE990	Integrative Project	This capstone course aims to equip participants with the knowledge and skills that they will need to identify a specific language-education or language-related problem or issue, and demonstrate a critical understanding of, for example, causes, consequences, controversies, complexities, etc., of the problem or issue by reviewing relevant scholarly literature and designing a study that will address it.	2
MALC802	Globalization, Educational Change and Pedagogical Reform	This course is an introduction to cultural and economic globalization, its impacts on educational policy and practice, and related issues of school change, leadership, curriculum reform and new pedagogy. It provides students with a conceptual and analytic understanding of cultural and economic globalization, an understanding and engagement with practical educational issues and problems that Singapore and other countries face as a result of globalization. The course discusses curriculum and policy reform strategies that are seeking to respond to current and emergent conditions in the educational landscapes of selected countries.	3
MALC802	Globalization, Educational Change and Pedagogical Reform	This course is an introduction to cultural and economic globalization, its impacts on educational policy and practice, and related issues of school change, leadership, curriculum reform and new pedagogy. It provides students with a conceptual and analytic understanding of cultural and economic globalization, an understanding and engagement with practical educational issues and problems that Singapore and other countries face as a result of globalization. The course discusses curriculum and policy reform strategies that are seeking to respond to current and emergent conditions in the educational landscapes of selected countries.	3
MALC804	Curriculum Implementation and School Improvement	This course focuses on implementation issues associated with national and school-based curriculum innovation efforts, professional development and school improvement. It addresses the theoretical concepts that are related to the implementation process and issues of curricular innovations in schools. It is designed to encourage educational leaders to examine their assumptions about the nature of educational change and the complex process of implementing planned change at the school and classroom levels. Participants will be expected to review, critically analyse and relate relevant literature to their own experiences of working with innovation and change initiatives in their own contexts.	3

Course Code	Course Title	Description	Academic Unit
MALC806	Integrative Study Project	This course will build around a series of seminars that will integrate each students learning experiences and expand her/his knowledge, understanding and practice of leadership. The integrative study project that a student undertakes arises from an identification of a problem which forms the focus of inquiry. Students will need to locate and read the most relevant literature in order to understand more deeply the problem identified, recommend solutions and discuss the implications of recommendations for policy and practice. Students will be required to submit a final report of about 3,000 4,000 words.	1
MALC811	Crafting the Curriculum - From Theory to Practice	Curriculum planning and design are essential ingredients in the curriculum development process. The course will introduce participants to the nature of the design process, and considers principal forms of commonplace curriculum designs found in schools and educational systems. Participants will learn about the key principles of effective curriculum design and have the opportunity to apply the principles learnt through a collaborative curriculum design project in a chosen disciplinary field or an area of interest. The important issue of teacher curriculum planning is also addressed.	3
MALC815	Curriculum and Teaching Policy	This course examines the theoretical and political bases of curriculum and teaching policies and their influences on school organizations and teaching practices. It will explore the policy-making process from policy design through implementation.	3
MALC831	Assessment and Learning	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. 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.	3
MAP811	Research Methods in Applied Psychology	This course examines the rationale and processes of research in Applied Psychology. Topics include the nature and purposes of educational and social research in the helping professions, research ethics and research design, the nature and process of conducting qualitative research, the nature and process of conducting quantitative research, single-subject research designs, survey and experimental design, sampling and instrumentation, evaluation research, quantitative and qualitative methods of data collection, writing research reports and evaluating research.	3
MAP812	Statistics in Applied Psychology	This course covers the principles and techniques in the use of statistics for helping professionals. Topics include variables, data and data organisation, the normal curve and levels of measurement, central tendency and variability, probability and sampling, correlation and measures of association, hypothesis testing, techniques for analysing categorical data, the use of computers in data analysis, summarising and presenting statistical results.	3
MAS836	Contemporary Singapore	This course is a state-of-the-field study of the history and governance of Singapore. Students are invited to participate in a survey and case analyses of contemporary Singapore from post-war, 1945 to the present. The focus will be on the evolving political, social-cultural and economic dimensions that shape the landscape of contemporary Singapore. It is thematic and issue-oriented. Students will examine the political, social and economic challenges facing Singapore today, and critically evaluate potential solutions. Currently, the program does not have any course that focuses on Singapore history. Given the increased emphasis on Singapore history in the lower secondary history curriculum, as well as in the primary and secondary curriculum, this course will help teachers acquire a deeper and more nuanced understanding of the historical and contemporary challenges facing Singapore today.	3

Last Update: 26 August 2020

Course Code	Course Title	Description	Academic Unit
MAS844	Global Cities	The 21st century is known as the urban century as majority of the worlds population is moving to urban regions. With increasing processes of globalization, cities are the new engines of growth for the global economy. While London, New York and Tokyo still occupies the top ranks of global cities, many cities from Global South are challenging this dominance. This course will attempt to introduce the students to the processes of urbanization the urban ways of life and appreciate the emergence of global cities beyond the Global North. While this course will discuss the theoretical underpinning of increasing prominence of global cities, it will also include various empirical and grounded experiences of global cities around the world - especially issues related to urban liveability, sustainability, water, housing and other urban infrastructure issues, which will help students achieve a better understanding of contemporary urban world. This course, at Masters level will help students strengthen the knowledge about contemporary urban world and acquire both theoretical and empirical understating of global cities and their increasing prominence.	3
MAS901	Issues and Research in Humanities Education	This course will provide an introduction to issues and research in humanities education and opportunities to examine the ways current research can be applied to classroom practice in Singapore. Participants will have opportunities to examine issues central to curriculum, student learning and thinking, and pedagogy, and consider implications these studies have for teaching and learning in the humanities. The course provides opportunities to explore a range of issues, the purposes of the subjects and different perspectives within the field.	4
MAS936	Contemporary Singapore	This course is a state-of-the-field study of the history and governance of Singapore. Students are invited to participate in a survey and case analyses of contemporary Singapore from post-war, 1945 to the present. The focus will be on the evolving political, social-cultural and economic dimensions that shape the landscape of contemporary Singapore. It is thematic and issue-oriented. Students will examine the political, social and economic challenges facing Singapore today, and critically evaluate potential solutions. Given the increased emphasis on Singapore history in the lower secondary history curriculum, as well as in the primary and secondary curriculum, this course will help teachers acquire a deeper and more nuanced understanding of the historical and contemporary challenges facing Singapore today.	4
MAS944	Global Cities	The 21st century is known as the urban century as the majority of the worlds population is moving to urban regions. With increasing processes of globalisation, cities are the new engines of growth for the global economy. While London, New York and Tokyo still occupy the top ranks of global cities, many cities from Global South are challenging this dominance. This course will attempt to introduce the students to the processes of urbanisation the urban ways of life and appreciate the emergence of global cities beyond the Global North. While this course will discuss the theoretical underpinning of increasing prominence of global cities, it will also include various empirical and grounded experiences of global cities around the world. Especially issues related to urban liveability, sustainability, water, housing and other urban infrastructure issues, which will help students achieve a better understanding of the contemporary urban world will be covered.	4
MAS947	Sociology of Education	This course introduces students to key perspectives and themes in the sociology of education. Sociology of education studies education as an integral part of larger social systems and institutions, often with a critical view on the ways in which education is implicated in the relations of power and inequality that traverse these systems and institutions. Theoretical perspectives covered in this course include the functionalist, the Marxist/Marxian, and various other critical perspectives hinging on social differences such as culture, power, gender, race/ethnicity. Other important themes such as neoliberal-ism/ization, globalization and inter-/trans-national mobility, curriculum, critical pedagogy and alternative education, are also examined.	4

Course Code	Course Title	Description	Academic Unit
MCL902	Topics on Chinese Language and Its Teaching	Global developments in the teaching of Chinese require educators working in this area to further their understanding on the latest trends in of the teaching of Chinese as a second language. In addition, Chinese teachers should possess the ability to apply the latest methodologies and theories in the innovation of their pedagogy, on top of having a strong foundation in their knowledge of the Chinese language and its linguistics. This course focuses on the theories and methodologies in the teaching of Chinese as second language. The syllabus includes the teaching of Chinese phonics, characters, lexicon, grammar, rhetoric and other related knowledge. The course consists primarily of project-based learning. Depending on the needs of the class, the course instructor has the flexibility and discretion to plan and customize the teaching materials in order to underscore important learning points and to reinforce difficult concepts.	4
MCL909	Teaching of Reading and Writing of Chinese: From Theory to Practice	Reading and Writing forms part of the key components of Chinese language teaching in the 21st century globally. Chinese language learners are expected to be able to read and write in order to comprehend information presented in the Chinese language. As a result, Chinese language educators must keep abreast with recent developments and research in Chinese language reading and writing, and be equipped with the ability to teach reading and writing skills effectively.	4
MCL912	Chinese-English Translation and Chinese Language Teaching: From Theory to Practice	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.	4
MCP815	Family and Marital Counselling	This course covers the theoretical bases as well as practical aspects in working with couples and families. Major theories for assessment and intervention including the systems, structural and ecological framework will be discussed. Various approaches, techniques and skills in clinical work with families will be examined.	3
MCP817	Vocational Assessment and Career Counselling	This course aims at preparing the counsellor for an expanded role in career guidance. Topics include: social and economic contexts, theories of career development, the role of information, assessment of career development, career guidance programme in schools, models in career counselling and current issues in career counselling.	3
MCP818	Advanced Counselling Skills	The pre-requisite course is MAP809 Theories and Techniques of Counselling. The aim of this course is for students to develop an in-depth understanding of current therapeutic models and skill in using these approaches in counselling. On completion of the course students should be able to demonstrate competency in a range of practical interviewing and counselling skills. They will also be able to explain the theoretical models that underpin various clinical intervention skills, describe the strengths and weaknesses of various clinical intervention techniques, and demonstrate knowledge about and skills in intervention techniques from several different perspectives. Students will also be able to recognise the influence of multicultural factors in the etiology and treatment of psychological disorders.	3
MCP819	Psychological Disorders across the Life Span	This course provides an overview on the assessment and treatment of various psychological disorders in childhood, adolescence, adulthood and old age. Examples of psychological disorders covered are school phobia and separation anxiety, attention deficit hyperactivity disorder (ADHD), conduct disorder and delinquency; eating disorders and sleep disorders, stress and stress reactions, anxiety, depression and mania, suicide and attempted suicide, drug and alcohol dependence. The interplay of biological, psychological, family and social determinants will be discussed.	3
MCP823	Complex Traumatic Stress in Children and Adolescents	This course will introduce students to a range of psychological intervention for youth who have experienced complex traumatic stress and often require services in the child welfare system. Students will gain familiarity with trauma-focused CBT, residential programs, and essential support services for families. In the Skills Practice component of the course, students will be closely guided to implement an expressive therapy workshop for groups of youth in external agencies. This hands-on opportunity will provide students with an in-depth understanding about the impact of adverse childhood experiences on neurobiological and psychosocial development, as well as the opportunity to develop sensitivity and responsiveness to the emotional needs of clients. Students will also gain proficiency in using therapeutic skills to alleviate posttraumatic stress symptoms and facilitate positive developmental experiences for youth participating in the groups. Given the strong emphasis on data-based clinical decision-making, students will engage in rigorous documentation of service delivery, progress-monitoring, and outcome evaluation. Importantly, students will develop increased self-awareness through reflection and consultation with the instructor and peers. They will also learn about the impact of vicarious trauma and practice proactive self-care.	3

Course Code	Course Title	Description	Academic Unit
MCP832	Practicum in Counselling Psychology I	Each course provides for practice in counselling. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours to obtain hands-on experiences in counselling. The first practicum may be undertaken in the NIE Psychology Clinic and the second will be undertaken in the field.	6
MCP833	Practicum in Counselling Psychology II	Each course provides for practice in counselling. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours to obtain hands-on experiences in counselling. The first practicum may be undertaken in the NIE Psychology Clinic and the second will be undertaken in the field.	6
MCT901	Curriculum: Theories and Issues	The field of curriculum is characterized by a vigorous debate and a plethora of compelling arguments. This introductory course invites participants to examine major issues and debates in the field of curriculum studies, and to bring these ideas to bear on curriculum developments in Singapore. The course is structured around the following fundamental questions: How do we understand curriculum and the work it does? What knowledge is of most worth and what should schools teach? How should this be taught and for what reasons? How does the curriculum reflect a societys understandings of its past as well as visions and aspirations? Participants will be introduced to historical development, socio-economic assumptions, challenges of globalization and the implications of these and other factors on curricular reforms. As participants consider various approaches to exploring these questions, these insights will also guide their study of key curriculum issues in Singapore. The latter include the purposes of education, selection and organization of knowledge, access to knowledge, and methods of delivery in an increasingly global context. These analyses will be done in relation to both theory and practice, and with references to implementation issues in schools and classrooms.	4
MCT902	Designing the Curriculum	This course is an introduction to curriculum design and development. The underlying framework for the course is one that views curriculum building as a developmental process that requires ongoing study and reflection about curriculum and the practice of teaching. Central and perennial curriculum questions explored are: 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? The process of analysis will reveal that curricula are by necessity always incomplete and imperfect—everything that is included (topic, activity, question, component, material, assessment, etc.) means that something else has been excluded. 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.	4
MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	Understand the central and pivotal role of assessment practices in constructing and enacting educational outcomes and experiences. Critically examine how assessment design, judgments and feedback practices construct the process and outcomes of learning. Develop an awareness of assessment as the primary mechanism for determining merit, and an important discourse for addressing social justice issues.	4

Course Code	Course Title	Description	Academic Unit
MCT904	Understanding Teachers and Teaching: Theory and Practice	This course explores two intertwining themes: (1) Teacher as the curriculum maker, which explores from the interpretive perspective on how teachers acquire the knowledge, skills, and values in forming their identity in situated teaching practices and curriculum making. How do we understand the composition of teachers knowledge, practice, and skills in making curriculum alive? What counts as teacher quality in an era of accountability? How do teachers provide and practice leadership in curriculum making? How do teachers learn at different points in the teachers professional continuum and in different contexts? (2) Teaching as a practice, one that has been historically understood by scholars, practitioners, and policy makers from a range of theoretical perspectives. What does it mean to conceptualize teaching as a practice situated in relation to curriculum, assessment and learning? What are the many ways people have thought about teaching as a practice, and what are the consequences of those perspectives for how we understand teaching? Who can create, evaluate, and critique knowledge about teaching? The course will introduce some major frameworks that have been used to guide research, policy recommendations, and the work of teachers and teaching. We consider the issues of teaching and teachers in an international context, drawing on research from Singapore and other countries. Some of our texts and video materials we will use will give us repeated opportunities to consider education in China, France, Japan, and the U.S. While they dont constitute a central focus of the course, they will give us some chance for shared discussion that draws on multiple and sometimes conflicting descriptions and interpretations of teaching and teacher in a particular setting. Thus, we further pursue the context-related questions when we make the familiar strange in such an international perspective: In what ways is teaching an embedded practice that is shaped by the many contexts in which it is situated? How is learning to teach a process of entering a particular culture? What does it mean to work as a teacher in response to the discourses prevalent in globalization, and the local culture of the students and the community? As participants consider various perspectives to exploring these questions, they will be guided to reflect upon their own teaching practices and professional identity, with references to educational reforms in schools and classrooms.	4
MCT905	Theories and Perspectives of Learning	This is a reflection-intensive, peer-learning course that offers opportunities for students to interpret and discuss some of the established theories and perspectives on how people learn. It will cover ideas from behaviorism, cognitivism, constructivism, and social-constructivism through key topics such as meaning-making, verbal understanding, inquiry learning, representations of knowledge, the process of knowing, situated cognition, and learning in community.	4
MCT912	Curriculum and Programme Evaluation	This course offers an introduction to key considerations in interpreting and designing evaluation studies in the educational context. Through considering the purposes of evaluations and exploring the nature of major evaluation approaches, participants will develop understanding of the key aspects of designing evaluation studies. The primary assessment project for all students will be to design (but not conduct) an evaluation for a curricular programme, project or product.	4
MCT913	Differentiating Curriculum and Teaching for Diverse Learners	Contemporary deliberations about the school curriculum have tended to privilege other stakeholders and marginalize students. Unless teachers are able to take seriously what students already know and believe, any innovation in curriculum or pedagogy becomes futile. All students deserve rich learning experiences. This course is designed to encourage teachers and school leaders to examine their assumptions about curriculum, teaching and learning, and to develop a critical understanding of different student learning needs in the regular classroom. Participants will gain an understanding of the reasons and assumptions underlying differentiation. Through the readings and discussion, participants will develop an appreciation of the diverse characteristics of students who learn at different pace as well as study a variety of curriculum options such as those of content and implementation of differentiated units and lessons that optimize learning for students. This course will examine ways that classrooms can effectively differentiate curriculum and teaching to address the complex challenges of meeting the diverse learning needs of students. These will include notions of culturally responsive pedagogy, and the use of technology. Participants will learn to use research-based tools to uncover students experiences and challenges with the curriculum and use curriculum design models in planning appropriate and defensible differentiated curriculum units	4

Course Code	Course Title	Description	Academic Unit
MCT922	Assessment for Learning in Singapore: Critical Perspectives of Theory and Practice	Assessment for Learning (AfL) is recently referred to ubiquitously in some 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. If new AfL policies and practices purporting to support teaching and learning are to be taken up within current and future Singaporean classrooms or workplaces, one needs first to look critically within past and current entrenched conceptions and practices. In particular, the (re-) construction and replication of particular version of AfL as classroom assessment practices is problematized using social-cultural lens, while also situating it within subject specific (or work area) issues, school policy and wider societal realities in Singapore. Critical reading of formative assessment and AfL research (including a locally situated research) would span the entire course. Coupled with personal reflections of assessment policies and practices, this course encourages participants to critically examine and interact with their perceptions and practices of AfL, permeating day-to-day classroom work.	4
MCT932	Teacher Research and Research on Teaching	Academic research on teaching did not foreground the teachers role in the generation of knowledge about teaching. The division between the teacher research and the research on teaching makes it hard for the teachers to apply the knowledge produced by the university-based academic community. This course is designed to explore conceptual and empirical research on teaching, which includes research on teachers, teaching, knowledge for teaching, teacher research as well as scholarships related to teacher learning and professional development. It will raise fundamental questions for teachers to think about. What counts as knowledge for teaching? Who can create, evaluate and critique knowledge about teaching? What are the assumed paradigms under the differing perspectives on teaching and teacher learning? What are the underlying conceptions about the role of teachers and the purpose of teaching? What counts as valid research? In which ways are the findings of research useful for teaching and teacher learning? This course intends to help students to become aware of major areas in the field of research on teaching and teacher learning; in the meantime to help them make use of interpretive and qualitative methodologies in research on teaching from the stance of teachers. Its goal is to create a community of practice for teachers-as-researchers who can investigate, reflect on, and critique the current research on teaching and teacher learning, as well as sharing their teaching craft with colleagues. It guides the participants to explore the research literature on teachers and teaching in its historical, conceptual, and methodological contexts, including examples from teachers studies.	4
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 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.	4
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 childrens social and emotional development.	4
MDP902	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
MDP903	Counselling Children and Adolescents	Teachers and other helping professionals who might not have the knowledge about basic counselling concepts and skills are often at a loss when faced with children or adolescents who need psycho-social and emotional support. This course provides one with information and skills needed to do basic counselling in settings such as schools and other educational centers.	4

Course Code	Course Title	Description	Academic Unit
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.	4
MDP906	Personality and Attitude Assessment	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 21st century. The course complements those of cognitive assessments, to provide the breadth of knowledge for a MEd (Educational Assessment) specialist.	4
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 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 skillful facilitators of creative and happy learners in the classroom, and thereby prepare their students for living and thriving in the VUCA world.	4
MDP909	Assessment and Development of 21st Century Competencies	The 21st century is often described as a VUCA world one that is volatile, uncertain, complex, and ambiguous. With new demands coming from the 21st workplace, it is thus imperative for educators in various educational institutions to develop students capacities to match the needs of the students future workplace. This thus indicates an imperative need to change the way educators craft their lessons and learning tasks so as to provide students with ample opportunities to gain authentic learning experiences and enable the transfer of relevant knowledge and skills from their classrooms to solve real world problems.	4
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 in order to meet the needs of varied teacher-student dynamics in the 21st century context. 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. 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 knowledges. The teacher as facili-actor can then embody and enact these critical pedagogies and practices.	4

Course Code	Course Title	Description	Academic Unit
MDR922	Theatre in the Community	This course deals with how theatre is an important part of community, as it provides an important platform for dialogue and participation in relation to social and cultural issues in society. The work of theatre in the community is educational in several ways, from nurturing ties across boundaries of difference to raising awareness about relevant concerns. The course explores how this process needs to be understood, planned and executed with insight and rigour, developing socio-emotional and aesthetic spaces for reflection and interaction. The course engages with theories of applied theatre and community-based education that equip students with frameworks and principles for developing theatre projects and programmes for a range of social contexts such as schools, homes for the elderly, social organisations, etc. The course will also examine pedagogical approaches to using theatre as a means of interrogating everyday norms to explore how the performance of social and cultural practices contributes to community development through embodied and enacted processes.	4
MEA902	Visual Arts and Creativity	* 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. * 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.	4
MEA903	Art and New Media Technology	* 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	4
MEC901	Child Development (0-8 years)	The MEC901Course which is the first specialisation course in the MEd (EC) Program, provides the foundation for all the other specialisation courses. This course will help participants conceptualize childrens 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.	4
MEC902	Issues and Trends in Early Childhood Education	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.	4
MEC903	Research Investigations in Early Childhood Education	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 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 studys 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.	4
MEC906	Curriculum Design and Development in Early Childhood Education	The course explores the theoretical and practical nature of various early childhood curriculum approaches across time and context. The discussion will closely examine the wide array of paradigms with the underlying conceptions about children and education in light of a range of practical implications. In order to be able to prepare to be curriculum developer, theorizer, and advocator, the course enhances participants capacity to utilize multiple critical lens to rethinking and doing of educational complexity, equity, and diversity.	4

Course Code	Course Title	Description	Academic Unit
MEC909	Professionalism in Early Childhood Education	This course is designed to review and reflect on current understandings of professionalism in the EC field both globally and locally. It explores the twin concepts of leadership and professionalism with reference to early childhood education in the Singapore context. It also explores how leaders can create avenues for professionals to innovate, enriching optimal learning and meeting the needs of children and their families.	4
MEC910	Pedagogy in Early Childhood Education	This course is designed to equip early childhood educators who are in teaching and mentoring roles to effectively design the curriculum and content to instruct adult learners who are preparing to enter the early childhood workforce. It will introduce participants to adult learning theories and scaffold their skills in teaching and instructing adult learners. The course enables participants to understand what motivates adult learners and be equipped with the needed skills to create content and instructional design that is conducive for the adult learner who is teaching young children. Hence, the course leverages on the participants existing knowledge on how young children think and learn. Participants will draw information from the various courses that they have previously undertaken, (e.g. child development, curriculum, assessment, diversity, etc.) for this course on Pedagogy in ECE. This course also has a practical element, which seeks to improve the participants instructional design and delivery in the context of teaching an early childhood course to adult learners.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MEL901	Language and Literature Education	Historically, literature and language have not been dichotomous terms. Literature as a concept emerged in the fourteenth century and its latin root is littera denoting a letter of the alphabet. In this sense literature was tied to literacy or, more specifically, the ability to read. It was only later that literature became connected to the concept of taste involving the ability to read particular kinds of text and the discipline emerged in distinction from fields of language and linguistics. In this course, we seek to examine historically the disciplinary schism between English language and English literature and explore socio-cultural, linguistic and textual theories advocating an integrated approach to English language teaching. In the process, we aim to problematize the dichotomies between reading and writing, literacy and literariness, the functional and the aesthetic.	4
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.	4
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.	4

Course Code	Course Title	Description	Academic Unit
MEL916	Second Language Acquisition and Pedagogy	This course examines theories of language acquisition (first, second, and bilingual) from psycholinguistic and sociolinguistic perspectives. A range of factors that affect the nature and route of language acquisition will be considered (e.g., age, cross-linguistic influence, linguistic environments, cognition, identity, power, etc.). A solid understanding of the nature of language acquisition is expected to provide good grounds for designing language teaching pedagogy.	4
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.	4
MEL925	Literature and Film	This course seeks to examine the interface between film and literature. Multimodality is a daily reality for our students and is becoming increasingly more prevalent. The present curriculum does not prepare our students sufficiently on how to study and analyse multimodal texts. Visual and Media Literacies are also key aspects of 21st Century Skills and Literacies. Although Viewing and Representing have been included in the English Language syllabus, there is little emphasis on these two skills in terms of pedagogy and assessment. Film is the most popular medium today and the closest visual representation of literary works. The course is structured to develop from pictures to graphic novels to film. The movies selected have a literary slant including adaptations or the use of literary texts. Students will work in collaborative groups as well as complete individual assignments.	4
MEL928	Children's Literature for the English Classroom	This course offers an exploration into the world of childrens literature from different theoretical perspectives. It situates childrens literature as sites where issues of class, race, gender, ethnicity, nationality and identity are constructed. Through applications of literary theory, the course offers opportunities to engage critically with tests in relation to readers and contexts. The course will also introduce scholarship from critical discourse and cultural studies revealing childrens stories as not only a means of enculturation but also as a platform to develop the critical and creative imagination.	4
MEM801	Organisational Learning and Development	This course explores some of the basic concepts that explain how organisations and individuals develop and learn. It draws upon recent research from different countries to illustrate contemporary educational practices.	3
MEM850	Interdisciplinary Thinking of Educational Leaders	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 the various forms of thinking such as creative design thinking and critical reasoning that cut across traditional disciplinary boundaries. By exploring, reflecting on and synthesizing ideas and perspectives in the fields of educational leadership, teaching and learning, participants are given the opportunities to relate what they are learning in this course to real-world issues and challenges in their professional contexts.	3
MEM848	Theory and Practice of Teachers' Professional Learning	Current education reforms point to fundamental shifts in classroom teaching and learning. This in turn requires teachers to learn in new ways that go beyond the conventional approaches to teacher learning. However, these new ways of teacher learning, along with appropriate structural support, may be unfamiliar to school leaders as they were trained or educated using the conventional and traditional ways. This course would, therefore, provide school leaders with the opportunity to explore, critique and be familiar with the theory and practice of th new forms/models of teacher learning, and in doing so, build their capactiy to lead and manage professional developmental projects and programs in Singapore schools.	3
MEM901	Organizational Learning and Development	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. 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.	4
MEM913	Interdisciplinary Thinking for Educational Leaders	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.	4

Last Update: 26 August 2020

Course Code	Course Title	Description	Academic Unit
MEM912	Theory and Practice of Teachers' Professional Learning	In light of the demands for change, improvement and innovation in instruction and curriculum to achieve diverse learning outcomes, the importance of teacher professional development has now received increasing attention. This is consistent with the increasing importance placed on learning especially in view of the knowledge society and economy. Current literature on teacher professional development, or professional learning, suggests the need to go beyond traditional models of professional development which regard learning as special events that are restricted to three or four days during the school year, graduate courses and qualifications, and accumulation of time-based activities. New conceptions of teacher professional learning/development, along with their theoretical justifications, are now being considered. These include the notions of lifelong learning, job-embedded learning, inquiry-based learning, reflective-based learning, and community-based learning. Concomitantly, new models of teacher professional development have been proposed. These include reflective practice, professional learning communities, communities of practice, and action research. This course will provide the learning space for participants to consider, contextualise and critique the theory and practice of teacher professional learning/development. Participants will also become familiar with the concepts and current developments pertaining to teacher professional development, and appreciate the relationship between professional learning/development and school improvement.	4
MEM917	Policies and Leadership in Early Childhood Education	Globalisation, technological advancements and research developments in early childhood education have garnered the attention of governments around the world. This results in an increasing awareness and emphasis on the early years as a critical period that lays the foundation for childrens later learning trajectory and future outcomes. Research has shown that investments in the early years can yield greater returns and contribute to the overall welfare of societies. Quality early childhood education has also been proven to promote positive outcomes for children, thereby reducing socioeconomic inequalities. Over the years, governments around the world have prioritised early childhood education to create and ensure access to quality care and educational services for their people. Leadership, at both the political and educational levels, is a key driver for quality early childhood education. Leaders in preschool and primary school settings translate policies into practice and play a critical role in the delivery and provision of quality programs for children. Given the significant roles of policymakers and leaders in early childhood education, this course enables participants to understand, examine and analyse the dynamics and effects of an ever-changing early childhood landscape from the global to the local level. Based on a desktop review of Master programmes offering early childhood leadership at NIE, SUSS and AIC, there are no courses with this focus, which makes this course a valuable elective for NIE and NTU students who are interested in policies and leadership in early childhood education.	4
MEM932	Critical Inquiry	This course is a capstone course for students who are progressing into the last stage of their academic study in the MAEM program. Students taking this course are required to identify an existing problem area in their organization which is critically affecting the effectiveness of the organizational operation, hence they wish to investigate, and write a mini research proposal. The selection of a practical issue should be related to a theoretical area of management, and to the candidates interest and intention to improve the situation. Students should be able to demonstrate 1) research skills that they have learned from the 2 core courses of research methodologies; 2) insightfulness of practical issues in organizational lives from leadership/management perspectives; 3) pertinence in their selection of theories from the literature review to address the issues; and 4) capability to generate approaches/solutions to deal with the issues.	2

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MEM932	Critical Inquiry	This course is a capstone course for students who are progressing into the last stage of their academic study in the MAEM program. Students taking this course are required to identify an existing problem area in their organization which is critically affecting the effectiveness of the organizational operation, hence they wish to investigate, and write a mini research proposal. The selection of a practical issue should be related to a theoretical area of management, and to the candidates interest and intention to improve the situation. Students should be able to demonstrate 1) research skills that they have learned from the 2 core courses of research methodologies; 2) insightfulness of practical issues in organizational lives from leadership/management perspectives; 3) pertinence in their selection of theories from the literature review to address the issues; and 4) capability to generate approaches/solutions to deal with the issues.	2
MEP813	Psychological Testing	The pre-requisite course is MAP810 Psychological Assessment. This course provides students with knowledge relating to the theory and practice of psychological testing. It also gives intensive training in the administration of intelligence testing and personality assessment. Opportunities for hands-on experience in the administration and interpretation of selected individual and groups tests will be provided.	3
MEP819	Psychological Disorders across the Life Span	This course provides an overview on the assessment and treatment of various psychological disorders in childhood, adolescence, adulthood and old age. Examples of psychological disorders covered are school phobia and separation anxiety, attention deficit hyperactivity disorder (ADHD), conduct disorder and delinquency; eating disorders and sleep disorders, stress and stress reactions, anxiety, depression and mania, suicide and attempted suicide, drug and alcohol dependence. The interplay of biological, psychological, family and social determinants will be discussed.	3
MEP832	Practicum in Educational Psychology I	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	6
MEP833	Practicum in Educational Psychology II	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	6
MES808	The Theory and Practice of Coaching	The purpose of this course is to explore the complexity of coaching at the elite level. Units will be team taught by participating faculty and will include both social science and bioscience topics pertinent to the development of the elite athlete. Students will be required to attach themselves to an elite team and to a designated master coach in a sport of their choosing.	3
MES901	Integrative Project	This course will equip students with an advanced level understanding on research methods and critical inquiry. Topics covered include: science knowledge, scientific research an inquiry, scientific writing, and scientific presentation. Students will carry out a small research project, integrating skills and knowledge gathered over the MSc ESS programme. The deliverables are a research paper and a presentation.	2

Course Code	Course Title	Description	Academic Unit
MES903	Applied Sport Psychology - Interventions and Evaluation	This course is designed to equip students with the knowledge and competency in developing sport psychological skills training programmes for performance enhancement of athletes. First, a theoretical basis for each psychological skill will be examined, followed by practical training in planning and implementing each psychological skill. Hands-on sessions will allow students to experience various type of psychological skills. Class discussions and literature reviews will further reinforce students competency in sport psychological interventions and explore possible approaches in implementing them in a sport setting. In addition, students will learn and conduct evaluation on the sport psychological skills training programme implemented. In this course, students will have opportunities to learn about the different measurement tools used in profiling athletes mental states, as well as ethical considerations and data interpretation as a part of research experience. A mix of face-to-face lectures and tutorials, online forums and group work is integrated in this course. Students will be holistically guided to translate theory into practice in this course.	4
MES905	Effective Coaching: From Theory to Practice	The course will equip students with knowledge underpinning the complexity of coaching at the developmental and elite levels. Topics on theoretical concepts, empirical findings and applications in the development of athletes at the developmental and elite levels will be covered. A mix of face-to-face interactions, online learning and group work will be implemented in this course. Students are also required to attach themselves to a developmental or elite team in a sport of their choice to learn and bridge the theory-practice link.	4
MES909	Motor Behaviour	This course will equip students with an advanced level understanding of motor behaviour. Topics covered include: Theoretical paradigms in motor behaviour, Motor control mechanisms and explanations, Dynamics and process of skills acquisition, Critical milestones and issues in motor development Applications in PE and sport settings, and research approaches in motor behaviour. Students will get an opportunity to work on a practical problem as part of the research experience. 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.	4
MHA901	Understanding Learners with High Ability and their Affective and Moral Needs	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.	4
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.	4
MID805	Foundations of Learning and Instruction	How do people learn? How do I teach to help learners acquire knowledge and skills? Various theoretical principles and models of learning will be discussed to show how learning takes place and how these could be applied to the design of instruction and training solutions.	3

Course Code	Course Title	Description	Academic Unit
MID815	Training Needs Assessment and Solutions	Is training the answer to the organisation problems? What kinds of training does the organisation require? How does one determine the type of training most suitable to help improve productivity? This course will look into various training issues such as non-training determinants of performance, assessment of sub-skills, determination of entry behaviours and identification of training objectives. Possible training solutions will then be suggested.	3
MID822	E-Learning Tools for Training	Participants will explore various kinds of web-based e-learning tools that will provide solutions to a variety of training and performance problems. Among the innovative technologies which are particularly useful within a corporate training environment are audio and video streaming technologies, synchronous and asynchronous communication tools, and interactive multimedia support. Participants will have hands-on experience using many of these tools, and become aware of how they can be cost-effectively employed in training situations.	3
MID845	Capstone Project for Instructional Design	This is to be added as a Core Course for MA-IDT students doing the All-coursework option, to replace the current MMM800-Critical Inquiry course. Instructional designers are involved in training development activities related to one or more areas in the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) process. In this capstone project, students select an area of focus from the following options to complete a workplace project. The options are to: Conduct a Needs Analysis. The project deliverable will be a Needs Analysis report (6000 words maximum, excluding references and appendices) summarizing the data collected, its analysis as well as recommendations for training interventions; Develop an Instructional Package: The project deliverable will be an implementable instructional package (comprises lesson plan, paper-based and/or online lesson materials, and instructor guide) as well as a Design Document (3,000 words maximum, excluding references and appendices) explaining the rationalization of the package. Conduct a Programme Evaluation: The project deliverable will be an Evaluation Report (6000 words maximum, excluding references and appendices) summarizing the evaluation instruments used, data collection methods, data analysis as well as the recommendations for programme improvement. The projects can be based on performance problems from the students workplace or organizations that students have approved access to. In each option, students need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the MA-IDT programme can be used to address these performance problems. Throughout the process, students will be assigned to supervisors who will serve as mentors for the project.	3
MID905	Foundation of Learning and Instruction	This course explores issues related to: How do people learn? How do I teach to help learners acquire knowledge and skills? Various learning theories will be discussed to show how learning takes place. We will also discuss various foundations of instruction that could help tutors and trainers design solutions to instructional problems.	4
MID915	Training Needs Assessment and Solutions	TNA is a basic process in instructional design that determines the needs of organisations prior to the development of training. It is one of the fundamental instructional design skills that students need to master.	4
MID922	e-Learning Tools for Training	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. 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.	4
MID944	Methods for Data Collection and Analysis for Instructional Design Projects	This course equips students with the methodological skills to conduct professional practice inquiry in the training, workplace learning and adult learning contexts. It also helps students to start preliminary work for their professional practice inquiry project.	2

Course Code	Course Title	Description	Academic Unit
MID945	Capstone Project for Instructional Design	This is a Core Course for MAIDT students doing the All-coursework option. Instructional designers are involved in training development activities related to one or more areas in the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) process. In this capstone project, students select an area of focus from following options to complete a workplace project. The options are to: 1) Conduct a Needs Analysis. The project deliverable will be a Needs Analysis report (6,000 words maximum, excluding references and appendices) summarizing the data collected, its analysis as well as recommendations for training interventions; 2) Develop an Instructional Package: The project deliverable will be an implementable instructional package (comprises lesson plan, paper-based and/or online lesson materials, and instructor guide) as well as a Design Document (3,000 words maximum, excluding references and appendices) explaining the rationalization of the package. 3) Conduct a Programme Evaluation: The project deliverable will be an Evaluation Report (6,000 words maximum, excluding reference and appendices) summarizing the evaluation instruments used, data collection methods, data analysis as well as the recommendations for programme improvement. The project can be based on performance problems from the students workplace or organizations that students have approved access to. In each option, students need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the MAIDT programme can be used to address thsese performance problems. Throughout the process, students will be assigned to supervisors who will serve as mentors for the project.	4
MLS922	Chemistry of Biological Systems	The role of metals in biological systems is an area of great interest to chemists and biologists alike. Life in its present form would not be possible without the involvement of the metallic elements. This course deals with the key ways in which metals participate in biochemical processes, focusing on biomolecules that incorporate metal atoms in their molecular structures. The ways in which the chemical properties of selected metals define the biological function of the systems they are found in will be discussed. This course integrates chemical principles into lectures on the structure and functions of biological molecules as well as gives an introduction to the standard tools and techniques employed in Chemical Biology research. Topics covered will include the roles of proteins in metal management, oxygen carrier proteins, electron-transfer proteins and metalloenzymes as well as relevant topics recent literature. Quantitative analysis of biological samples based on classical techniques and modern instrumental methods will also be discussed.	4
MLS923	Separation and Analytical Chemistry	The discovery of new functional compounds often starts from the key step in the separation, purification, and qualitative/quantitative detection of the active component(s). The main goals of this course is to familiarise students with (i) state-of-the-art separation methodologies, (ii) development and applications of (bio)sensing/analytical instrumentations. The course topics include concept and trends in modern chemical analysis; various chromatographic and spectrometric methods; case study on separation of biomolecules and environmental samples; and fundamentals of (bio)sensing transducing techniques for the development of biosensors.	4
MLS926	Bioactive Natural Products and their Derivatives	The purpose of the course on Bioactive Natural Products and their Derivatives is to provide participants with fundamental knowledge of natural product chemistry and the role natural products play in drug discovery and development. Topics such as the distribution and biosynthesis of natural products and their ecological function within biological systems, as well as knowledge of drugs, drug extracts and bioactive natural products from plants and microbes that are used for production of medicine and herbal remedies, will be covered. In addition, innovative analytical techniques used in natural products research will be emphasized.	4

Course Code	Course Title	Description	Academic Unit
MLS944	Nuclear Physics and Fission Energy	Nuclear Energy presently contributes about 15% of the Worlds supply of electricity with minimal production of CO_2 and other greenhouse gases. This course provides in-depth coverage of the physics related to nuclear energy (basic nuclear physics, fission reactions, neutron physics, reactor physics, radiation interactions) together with a general overview of some important aspects of nuclear energy systems, including: reactor technologies, the nuclear fuel cycle, uranium and thorium resources, nuclear safety, and the human health effects of radiation. The contribution that nuclear energy can make to the security and sustainability of energy supplies is highlighted.	4
MLS948	Molecular Spectroscopy	The course on Molecular Spectroscopy will provide the students with the theoretical knowledge and the experimental tools in understanding the properties of many different materials especially those used in clean energy technologies e.g. the materials used in solar cells and biofuels. In this course, the students will learn and use the techniques applied in molecular spectroscopy, and they are microwave, infrared, and Raman spectroscopies.	4
MLS963	Conservation and Management	In a rapidly changing world where the utilisation of resources is inextricably linked to development, the challenge of ensuring the sustainable use of natural resources has global consequences. This course will deal with issues relating to the sustainable use, protection, conservation and management of the earths natural resources through relevant case studies. Local, regional and international initiatives, which address the issue of sustainable development and natural resource management, and the role of science in environmental management will be studied.	4
MLS973	Physiological and Molecular Responses of Plants and Animals to Environmental Stress I	Environmental stress can be caused by both abiotic (physical and chemical) and biotic (effects of other organisms) factors. How plants and animals sense and respond to environmental stress have fascinated scientists. Due to both anthropogenic-driven and nature-driven environmental changes like changing solar radiation (both visible and UV radiation), global warming or increasing temperatures, increasing periods of freezing temperatures and droughts, ocean acidification, and increasing pollutants, determining the ability of plants and animals to sense and respond to different environmental stress becomes increasingly important. Participants in this course will learn about the molecular and physiological mechanisms used by both plants and animals to cope with environmental stress in the different environments.	4
MLS985	Chemical Ecology	This course explores the role and function of chemistry in mediating interactions among a variety of organisms, including intraspecific and interspecific interactions. The course will cover the range of compound classes involved in chemical ecology. In addition, we will discuss the diversity of species interactions and chemical compounds in terrestrial and aquatic systems, and methods (e.g. analytical and molecular techniques) used to detect these compounds. We will cover defensive and offensive chemistry mediating antagonistic interactions; the evolution of defenses; chemicals mediating mutualisms, competition, and sociality; the physiology of chemical production and recognition; and how chemical ecology affects humans. The biotechnological applications of chemical ecology will also be discussed. This course will include paper discussions of relevant recent literature.	4
MLT901	Foundations of the Learning Sciences	This course considers present day discourses on learning/learning sciences in the broader context of education and how people learn. Students will deepen their understanding of constructivist learning approaches and learn to be cognizant of the vital roles of language and inquiry in human learning. Specific learning sciences topics include: * Conceptual change * Knowledge building * Cognitive apprenticeship * Learning in activity * Computer-supported collaborative learning * Learning in virtual worlds * Teacher education from the perspective of learning sciences * Design-based research	4
MLT902	Computer Supported Collaborative Learning and Knowledge Building	Topics include: * Understanding CSCL and Knowledge building and initiate areas for inquiry * Organizing participants Inquiry themes and maintaining individual portfolio * Conception of learning with respect to CSCL and/or knowledge building * Technologies supporting CSCL and/or knowledge building * Designing CSCL and/or knowledge building environment * Facilitating learning in CSCL and/or knowledge building environment * Analysis of learning in CSCL and/or knowledge building environment * Analysing Dialog and Cognition in Computer-Supported Collaborative Learning	4

Course Code	Course Title	Description	Academic Unit
MLT915	Digital Game-Based Learning	The course will deal with digital games and theories of play that can support digital game-based learning. Students will be exposed to different approaches to the use of digital games to support teaching and learning together with their underlying theoretical bases. They will also learn through a substantial game-based learning group project. The specific topics include: Digital games for education Theories of play for conceptualising digital games Theories of learning for conceptualising game-based learning Game-Based learning and Gamification Design for learning with digital games Students are required to spend at least 3 hours in course readings and class preparation each week.	4
MME901	Theoretical Perspectives and Issues in Mathematics Education Research	This is a required specialisation course for the MEd (Mathematics) programme. It equips participants with foundational knowledge in mathematics education as preparation for specialisation elective courses in the programme. This course contributes to one of the programme objectives of providing the participants with a range of the big ideas in mathematics education theories and related research. This serves as an introductory course to induct participants into an inquiry disposition suitable to the disciplinary emphasis in mathematics education.	4
MME903	Using Technology in Mathematics Education	This is a specialisation elective course for the MEd (Mathematics) programme. The course contributes to the following programme objectives particularly in the area of using technology in mathematics education: (1) provide participants with the knowledge and skills related to specific ideas in mathematics education; (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.	4
MME916	Statistics and the Teaching of Statistics	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of statistics and its teaching: (1) build the participants knowledge of the mathematics subject matter; (2) provide participants with the knowledge and skills related to specific ideas in mathematics education.	4
MME922	Numbers and the Teaching of Numbers	This is a specialisation elective course for the MEd (Mathematics) programme. 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.	4
MML911	Malay Culture and Values	To understand the various aspects of Malay belief systems, customs and practices, important festivals and their values including the resurgence of Islam today in a multi-lingual and multi-religious society.	4
MMM800	Critical Inquiry	This capstone course requires the participants to identify a problem which forms the focus of inquiry, locate and read the most relevant literature and undertake some data analysis (as appropriate) to generate suggested potential solution(s) to address the problem. The solution(s) should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the problem. (This course is only available to participants selecting the coursework only option.)	3

Course Code	Course Title	Description	Academic Unit
MPM902	Design of Assessment Systems	This course provides a MEd (Educational Assessment) graduate with the expertise to design an assessment system that is aligned with the curricular or programme goals. It is important that the values and emphases conveyed by the assessment strategy, links assessment with students learning and avoids unintended consequences.	4
MPM903	Measurement Theories	The notion of measurement is crucial to the theories, principles and methods of educational assessment. Knowledge of the theories of measurement that underpin assessment, and the issues inherent in measurement, is fundamental to the research, development and use of educational assessment.	4
MPM907	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
MPM908	Assessment and Development of 21st Century Competencies	The 21st century is often described as a VUCA world one that is volatile, uncertain, complex, and ambiguous. With new demands coming from the 21st workplace, it is thus imperative for educators in various educational institutions to develop students capacities to match the needs of the students future workplace. This thus indicates an imperative need to change the way educators craft their lessons and learning tasks so as to provide students with ample opportunities to gain authentic learning experiences and enable the transfer of relevant knowledge and skills from their classrooms to solve real world problems.	4
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	4
MPM911	Applied Regression Analysis	This course is designed to equip higher degree students as well as teachers with the basic concepts and methods of regression analysis. The course will cover how regression analysis can be applied to answering research questions, in particular, in the educational context. The students will get hands-on experience in running relevant statistical software to run regression analyses to analyze data.	4
MPM912	Assessment of Children and Youth with Special Needs	The increased identification of children with special needs entails a more nuanced approach towards educational programming. The diverse profile that students with special needs requires a detailed assessment of their individual strengths and needs.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. Participants in this course will have direct experiences with screening, standardized, criterion-referenced, andbehavioral assessment. Through these experiences, they will link the theories and concepts in measurement and child development with the practical guidelines, procedures, and applications. Participants taking this course will understand the different purposes and functions of assessment and important considerations when selecting instruments for assessmentof specific purposes. They will be able to: (a) plan an assessment of children with special needs (b) be aware of issues in the choice of method forassessing children with special needs (c) conduct an assessment with a child (d) interpret the findings of the assessment (e) communicate it with parents or other professionals	4
MPS901	Curriculum: Theories and Issues	The field of curriculum is characterized by a vigorous debate and a plethora of compelling arguments. This introductory course invites participants to examine major issues and debates in the field of curriculum studies, and to bring these ideas to bear on curriculum developments in Singapore. The course is structured around the following fundamental questions: How do we understand curriculum and the work it does? What knowledge is of most worth and what should schools teach? How should this be taught and for what reasons? How does the curriculum reflect a societys understandings of its past as well as visions and aspirations? Participants will be introduced to historical development, socio-economic assumptions, challenges of globalization and the implications of these and other factors on curricular reforms. As participants consider various approaches to exploring these questions, these insights will also guide their study of key curriculum issues in Singapore. The latter include the purposes of education, selection and organization of knowledge, access to knowledge, and methods of delivery in an increasingly global context. These analyses will be done in relation to both theory and practice, and with references to implementation issues in schools and classrooms.	4

Course Code	Course Title	Description	Academic Unit
MPS902	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
MPS905	Visual Arts and Creativity	* 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. * 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.	4
MSC907	Critical Studies in Science Education	In this course, participants will learn about critical theory and examine issues in science education with a critical lens. They will learn about what it means to teach science with critical praxis and be a reflexive science practitioner. They will acquire the vocabulary used in critical science education research. Specifically, multiculturalism and gender issues in science education will be discussed and pedagogies that enhance student participation in science. Critical methodologies and validity issues in critical research will also be discussed. During this course, they will discuss taken-for-granted assumptions about schooling, curriculum, teaching, and learning. Then, they will apply the theories learned to design culturally relevant science activities.	4
MSC909	STEM Curriculum and Instruction	This course interconnects the teaching, learning, and assessment aspects of an integrated STEM curriculum. Various models of integration (e.g., disciplinary, multidisciplinary, interdisciplinary, or transdisciplinary) will be discussed. The S-T-E-M Quartet developed by members of the meriSTEM@NIE will be introduced to facilitate students design and evaluation of STEM activities and curricula. Various modes of assessments targeting conceptual, epistemic, and social goals of STEM education will be highlighted to facilitate design of assessing learning in STEM activities.	4
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 lifes present and future challenges.	4
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.	4

Course Code	Course Title	Description	Academic Unit
MSE915	Assessment of Children and Youth with Special Needs	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. 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. 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: (a) plan an assessment of children with special needs (b) be aware of issues in the choice of method for assessing children with special needs (c) conduct an assessment with a child (d) interpret the findings of the assessment (e) communicate it with parents or other professionals	4
MSM800	Mathematical Inquiry	This capstone subject requires the candidates to identify a mathematics problem to focus on and to read relevant mathematics research papers. The candidate would be required to simplify, construct or reconstruct some mathematics proofs or results under the supervision of a mathematician. A short written report is to be submitted at the end of the module.	3
MSM815	Discrete Mathematics and Problem Solving	This subject consists of two parts. The topics for Part A (Counting - Its Principles and Techniques) are the addition principle, multiplication principle, divisors of natural numbers, subsets and arrangements, bijection principle, binomial expansion, Pascals triangle, principle of inclusion and exclusion. The topics for Part B (Graph Theory and Applications) are mathematical modeling using graphs, travelling salesman problem, graph colouring, the Konigsberg bridge problem, the Chinese postman problem.	3
MSM817	Computing and Programming Techniques	The aim of this module is to provide an introduction to programming using a common programming language as a platform for discussion and exploration. The focus will be on writing computer programs for mathematical computations. Topics include computer basics, data, statements, control flow and structures, arrays, lists, functions and subroutines, recursive techniques, testing and debugging. Examples of applications in mathematics and related domains will be discussed.	3
MSM832	Topology	Topological spaces, continuous functions. Separation axioms and countability axioms. Compactness.	3

Course Code	Course Title	Description	Academic Unit
MSM900	Mathematical Research Methods	We identify that it is important for our graduate students in mathematics to be equipped with the 21st century life skills. For mathematics students, these skills include their abilities to think about mathematics critically, solve mathematical problems, read and write mathematical arguments, communicate effectively these solutions, collaborate with others to solve problems and exploit Information Technology in research. Collectively, these skills are the Mathematical Research skills any proficient mathematician should possess. Above all, we recognize that it is the most important for students to acquire all these skills independently. Therefore, the rationale of this course is to immerse our graduate students in intentionally constructed learning experiences will which promote academic independence in acquiring and mastering the aforementioned Mathematical Research skills. This course aims to equip students with Mathematical Research skills through a methods-based approach hence, the title Mathematical Research Methods with the belief that the mathematics students should be equipped with a set of research methods that are directly relevant to conducting research in mathematics. By immersing graduate mathematics students in learning experiences that focus on the disciplinarity of mathematics, i.e., to think and behave as a mathematician, the objective of this course is to equip students with the abilities to: acquire mathematical knowledge and skills independently; solve mathematical problems independently; communicate mathematical ideas clearly, and to collaborate with others in mathematical research; and harness Information Technology in mathematical research.	2
MSM911	Ring Theory for Educators	Algebra is one of the broad parts of mathematics, together with number theory, geometry and analysis. The central spirit of algebra is the use of mathematical symbols and rules for manipulating them. Thus, in its most general form, algebra becomes a unifying tool in most fields of mathematics. For Singapore Mathematics curriculum, algebra is taught to students in its most elementary form progressively from as early as in Primary Six through the solution of polynomial equations in the Secondary to obtaining the solution set of a system of linear equations using matrices at the Pre-university levels. In order to understand and appreciate the deeper structural meaning of school algebra, teachers of algebra must be equipped with the knowledge of algebra at an even higher level of abstraction. This is precisely where abstract algebra fits into the picture. This course is intended for educators who have never had a course in modern abstract algebra. The set of integers, rational numbers, polynomials and matrices, which are mathematical entities studied in school mathematics, are concrete examples of rings with respect to the operations of addition and multiplication. This course will help high school educators to have an in-depth conceptual understanding of some topics in school mathematics such as number systems, polynomials, from an advanced and structural perspective of abstract algebraic systems.	4
MSM912	Discrete Mathematics for Educators	Discrete Mathematics is a branch of mathematics which deals with finite or countable elements or processes. Discrete mathematics, together with calculus and abstract algebra, is one of the core components of mathematics at the undergraduate level. The mathematics of modern computer science is built almost entirely on discrete mathematics, in particular, combinatorics and graph theory. Discrete mathematics, in particular counting and probability, allows students to explore non-trivial real world problems that are challenging and interesting. Even students at A-level are exposed to basic counting principles and combinatorics; and thus, it is essential that mathematics teachers have a firm grounding in Discrete Mathematics. This course aims to expose mathematics educators to counting principles which will enhance their pedagogical content knowledge of teaching permutations and combinations, as well as the elementary probability. Additionally, this course introduces a useful branch of discrete mathematics called graph theory which has many applications in modelling real-life contexts.	4

Course Code	Course Title	Description	Academic Unit
MSM913	Computing and Programming Techniques for Educators	One of the most called-for 21st Century Skills is the ability to code, i.e., to script computer programs to handle computations and data of all kinds. Unlike the past century, computational thinking -- the mode of thinking that enables one to think how a computer program works -- weighs far more than the ability to invoke a computer application. Writing computer programs to do specified jobs is not just a science but it is an art to be mastered by most in the future. As professionals preparing for the next generation, it is more urgent than ever that teachers must equip themselves with this crucial life-skill. The ability to write computer programs requires active problem solving and compartmentalizing, water-tight logical reasoning, meticulous planning, and careful program verification. In essence, these are all mathematics-related skills. Viewed as a natural and useful application of mathematics, computing and programming techniques ought to be an integral part of a graduate mathematics course, and especially so for mathematics educators. The aim of this course is to provide an introduction to programming using a common programming language such as Haskell, Excel VBA, C, FORTRAN or advanced CAS like Maple or Mathematica. The focus will be on writing computer programs for mathematical computations.	4
MSM923	Topology	Topology is concerned with the properties of spaces that are preserved under continuous deformations, such as stretching, crumpling, bending but not tearing or gluing. The technicality of topology exploits nave set theory in that it considers a particular kind of collection of subsets of the underlying space, called the open sets, with the special feature that it is closed under arbitrary union and finite intersections. Topologists are interested in properties that are maintained under the image or inverse image of continuous mappings, e.g., the continuous image of a compact set is compact; the continuous image of a connected set is connected; and the inverse continuous image of a closed set is closed. Topology has many applications. Two notable ones are worth mentioning. The first is domain theory which can be seen as topology on ordered structures. In this setting, the topology of concern is the Scott topology which is generally non-Hausdorff, and can be applied to manufacture denotational models for functional programming languages. The other, more recent application, is in Physics, where Nobel Laureates, Kosterilitz and Thousless made use of topology to study and explain unusual phases or states of matter, such as superconductors, superfluids and thin magnetic films. This course is an introductory one for mathematics educators, creating an awareness for advanced mathematics and their applications. This course introduces point-set topology, staring with metric spaces and ending up with non-Hausdorff topologies, e.g., Alexdandroff, Scott and upper topologies on partial orders. A deeper understanding of continuous functions of real variables is made possible by making an abstraction of the underlying space, first in terms of structure of metric distance, and then in terms of the collection of open sets. A new perspective of traditional calculus theorems is obtained through the topological lens. A key example of this is the proof of the Intermediate Value Theorem which relies crucially on the fact that the continuous image of a connected set is connected, and the continuous image of a compact set is compact. The main learning objective is for mathematics educators to gain a deeper insight into familiar phenomena encountered in calculus courses at a higher level.	4

Course Code	Course Title	Description	Academic Unit
MSM931	Number Theory	The integers are the most fundamental mathematical objects encountered in school mathematics. Students are taught to assume important properties like the Fundamental Theorem of Arithmetic or the infinitude of primes. It is important that their teachers know why such results are true and understand these fundamental concepts from a higher standpoint. Number theory also has many applications that impact our everyday lives. For example, check digits are implemented in our National Registration Identity Card (NRIC) numbers as well as credit card numbers; cryptography is used to secure our online transactions. Teachers who are aware of such applications can better bring across the importance of mathematics to their students. This course aims to expose mathematics educators to a rigorous development of elementary number theory. Many concepts and properties of integers that are currently taught in schools will be revisited from a higher standpoint. For example, a complete proof of the Fundamental Theorem of Arithmetic will be discussed. More advanced topics like representations as sums of squares, or partitions of integers will also be included to provide educators a broad view of number theory.	4
MSM970	Mathematical Inquiry	The scholarly experience of completing a Master of Science programme in Mathematics cannot be said to be complete if the candidate has not tasted the fruits of his or her own mathematical labour. The rationale of this course is to give the student a foretaste of what a mathematician does in his/her mathematics research: read relevant mathematics research papers, graduate textbooks in advanced mathematics, surveying a field of mathematics, posing research questions/problems, coming up with innovative solutions and algorithms to open problems, etc. This course is about putting all the mathematics research skills and methods acquired in MSM900 Mathematics Research Methods to practice. There are a few possible ways in which mathematics research may be carried out: Reading relevant mathematics research papers, graduate textbooks or selected chapters of graduate textbooks in advanced mathematics. Identify mathematics problems and pose them in a concise manner. Perform literature review and survey past works regarding the identified problem/task. Apply mathematics problem solving skills to solve the problem partially or completely.	4
MTCL901	Language Code: Theory and Practice	As Chinese characters are ideographic in nature, the phonetic functions are weak. Furthermore, the structure of Chinese characters are complex and difficult to recognize, to read as well as to write. Therefore, phonetic system, Hanyu Pinyin was developed to aid in learning Chinese. Chinese characters and Chinese phonics operates with two different set of rules. Chinese characters represent single syllables while Hanyu Pinyin operates with a set of standard basic rules in relation to different forms of Chinese words. As instructors of TCIL, it is important to understand the characteristics of these two codes in order to effectively teach Chinese as an international language.	4
MTCL902	Vocabulary and Grammar: Theory and Practice	The fundamental purpose of learning any language is for communication purpose. Be it in spoken or written communication, vocabulary and grammar are two of the most important components in any language learning, as they play a vital role in building up language proficiency. In teaching Chinese as an international language, instructors must understand the grammatical rules and its effect on vocabulary on the target language to bring about effective teaching. Hence, this course will lay a good foundation in Chinese vocabulary and grammar basics, so as to effectively teach Chinese as an international language.	4
MTCL903	Chinese-English Contrastive Analysis & Its Application	The use of translation in learning a foreign language is widely used as a teaching and learning strategy to help students remember, comprehend and acquire the use of the target language. The influence of the learners first language, however, will have substantial impact in the language acquisition process. Hence understanding the major difference between Chinese-English through contrastive analysis in theories and practice of translation and its application in TCIL is necessary to equip TCIL instructor with the fundamental understanding to implement the bilingual model in TCIL.	4

Course Code	Course Title	Description	Academic Unit
MTCL906	Application of Information Technology in TCIL	In todays 21st century education, the use of ICT for teaching and learning had infiltrated schools at a rapid pace. To ensure that todays digital learners are future-ready for the workforce of tomorrow, educators must understand and embrace the need to employ the use of ICT to create a 21st century learning environment. A 21st century educator must be competent to use technology with ease in teaching and learning, be it in the classroom or out of classroom where learning takes place anytime, anywhere. Hence, as TCIL instructors, it is important to understand the application of technological tools with content and pedagogical approaches, and appreciate how ICT can create an effective learning environment for TCIL.	4
MTCL907	Language Testing & Assessment in TCIL	Testing and assessment is an integral part of the learning process, and must be closely aligned with curricular objectives, content and pedagogy. It serves as the central function of getting the best possible evidence on what the students have learned. Teachers and students can then use this information to decide what to do next in the teaching and learning process. It is important that TCIL instructors be equipped with the necessary assessment competencies, so that quality teaching and learning can be achieved in all TCIL classrooms, bearing in mind the varied language backgrounds and proficiency levels of TCIL learners.	4
MTCL908	Analysis & Development of Instructional Materials for TCIL	Over the last three decades, there are many TCIL curriculums and instructional materials developed for non-native learners globally. However, TCIL instructors find it challenging to identify proper instructional materials for learners of differing abilities. This course aims to enhance the knowledge and skills of TCIL instructors in analysing the instructional materials developed by different editors and publishers. In addition, through better understanding of principles of the curriculum design and instructional materials development for TCIL, instructors will be well equipped in developing instructional materials for different learners.	4
MTCL910	Critical Inquiry in TCIL	Educational researchisan important element to educators as it provides fresh perspectives and new ideas to enhance and enliven teaching and learning outcomes. Not only can educational research findings contribute to knowledge development, practical improvement, and policy information, educators can also use theseresearchfindings to improve their competences in the teaching and learning process. This course equips participants with the ability to incorporate what they have learned from the programme coursework in their respective specialisation into a proposal report that addresses a specific education issue.	4
MTCL910	Critical Inquiry in TCIL	Educational researchisan important element to educators as it provides fresh perspectives and new ideas to enhance and enliven teaching and learning outcomes. Not only can educational research findings contribute to knowledge development, practical improvement, and policy information, educators can also use theseresearchfindings to improve their competences in the teaching and learning process. This course equips participants with the ability to incorporate what they have learned from the programme coursework in their respective specialisation into a proposal report that addresses a specific education issue.	4
MTCL911	Professional English for TCIL Instructors	All teachers need to possess skills that enable them to communicate effectively with a range of stakeholders in the educational settings. Being able to apply these skills in a second language is all the more critical for Chinese language teachers who will need to fulfill school related tasks and communicate with other members of staff, students and their parents in the English medium. This course helps to prepare participants who will be working in international settings as they move through their careers.	4
MTCL912	Early Childhood Education in TCIL: Theory and Practice	Early childhood education is crucial as it has direct impact on the development of learning skills, social and emotional abilities of a child. It is during the early childhood years that we should accentuate the development of language, speech and literacy, as it will significantly enhance the childs learning in the later years. Educators should leverage on the varied learning styles and characteristics of early childhood learners, from infancy to the age of eight, apply corresponding learning theories into practice, to bring about effective teaching and learning of Chinese as an international language.	4

Course Code	Course Title	Description	Academic Unit
MTCL913	Chinese Language Education for International Schools	According to the study by International School Consultancy Research (2017), there is a rapid surge in the growth of international schools globally. With a growth in expatriate families and an increase in enrolment within the schools host country, the increasing trend is expected to continue in the next ten years. This growing demand corresponds to the need to develop professionally-trained Chinese language educators for International schools. Language offerings in international schools are unique and vary over different school programme. However, each aims to provide students with an edge in this competitive and ever-changing world. Hence, this course will broaden participants knowledge of teaching Chinese language in international school settings and provides constructive career development opportunities to participants.	4
MTD801	Professional Practice Inquiry Project	This course aims to provide participants with a capstone experience to apply the theories and concepts learnt in the programme towards a workplace project. Participants will choose one option from the following: Needs Analysis Report, Instructional Package and Programme Evaluation. The projects can be based on performance problems from the participants workplace or organizations that participants have approved access to. In each option, participants need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the programme can be used to address these performance problems. Throughout the process, participants work with supervisors who will serve as mentors for the project.	3
MTD809	E-Learning Tools for Training	This course aims to introduce a theoretical model to participants to aid them in examining the affordances of various e-learning tools that can be used for training. It also engages participants in hands-on exploration of these tools. In the information age, there are so many tools (such as web 2.0 tools) available. Many of the tools are for general-purposes, which are not intentionally designed for education or training. However, they have great potential to be used for the design of training. This course presents a generic PST framework for analyzing the pedagogical, social, and technical affordances of e-learning tools. Based on the affordances, participants can decide how to harness the tools for their training	3
MTD900	Professional Practice Inquiry Skills	This course equips students with the methodological skills to conduct professional practice inquiry in the training, workplace learning and adult learning contexts. It also helps students to start preliminary work for their professional practice inquiry project. ● Design survey instruments, interview protocols, and observation protocols for an instructional design project. ● Analyze quantitative and qualitative data associated with common data collection methods required in the field of instructional design for an instructional design project. ● Draft an IRB application for an instructional design project.	2
MTD901	Professional Practice Inquiry Project	This course aims to provide participants with a capstone experience to apply the theories and concepts learnt in the programme towards a workplace project. Participants will choose one option from the following: Needs Analysis Report, Instructional Package and Programme Evaluation and execute the project with a specific client. For each project, participants need to articulate the performance problems, collect data and articulate solutions using a data-driven and data-supported perspective. Throughout the process, participants work with supervisors who will serve as mentors for the project	4
MTD903	Instructional Design Models and Practices	This course provides participants with an understanding of the process of systematic instructional design and how it can be executed in practice. 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. Students will also examine the instructional design models versus their own workplace practices through online discussions.	4
MTD907	Training Needs Assessment and Solutions	Training needs analysis (TNA) is a basic process in instructional design that determines the needs of organizations prior to the development of training. It is one of the fundamental instructional design skills that students need to master. Given a performance problem, students should be able to conceptualize a training needs assessment by appropriately applying goal analysis, performance analysis, learner analysis, needs and wants analysis, task analysis, contextual analysis, and feasibility analysis.	4

Course Code	Course Title	Description	Academic Unit
MTD909	E-learning tools for Training	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. Through readings, online learning, discussions, and hands-on activities, participants will be able to: * Compare the pros and cons of various web-based tools for training * Compare the pros and cons of various e-learning authoring tools; * Design and develop e-learning lessons by using appropriate tools. * Identify key features of a learning management system and to use a web-based LMS * Apply techniques in digital video production from pre-production, production to post-production to produce an interview video and a training video	4
MTL905	Introduction to Tamil History & Culture of Tamil	The module aims to involve teachers in an in-depth study of selected topics in Tamil history and culture such as Ancient Sangam literature. The module will further elaborate on the emergence of ethical literature as well. The topics that will be covered include Traditional Kingdoms, changes in Tamil culture, the effects of social and political changes due to the influence of the various religions, the changes in primary and secondary role of women in Tamil Nadu, the educational equality and the influence of historical and social changes in Tamil culture. The importance and emergence of epic, minor and modern literature will be covered as well. The evolution of Tamil language and grammar through the different periods will be taught. Understand the code mixing of Tamil language through the various periods of time.	4
MUE902	Philosophy of Music Education	This course centres on the philosophical foundations of music education. In particular, it seeks to address the big questions that confront contemporary music education. Course readings range from ancient to living scholars and philosophers, and cut across cultural borders in its inclusion of Asian and comparative philosophical writings. (a) Philosophy of music education in the ancient world (b) Utilitarian philosophy of music education (c) Aesthetic philosophy of music education (d) Praxial philosophy of music education (e) Music education through postmodern lenses (f) Asian philosophies of music education and comparative approaches	4
MUE904	Studies in Musical Behaviours	This course involves a study of musical practices around the world with special emphasis on interdisciplinary perspectives such as philosophy, music education, analysis and sociology. An important corollary will be the ramifications for the teaching and learning of the various musical traditions. i) Deconstruction of Music/al and Behaviour ii) Music as human-constituted activity; aspects of disciplinarity iii) Music and discourses of behaviour iv) Means, methods, media/tion/Systemic and Systematic practices v) Cap/abilities in Music-making vi) Consequences involving music and behaviour vii) What does musical behaviour mean? viii) Musical practices - exemplars ix) Seminar Presentations	4
NEDD901	Literature Review Methods	This course is designed to help students analyse and synthesise the literature for their research, thereby establishing the significance of their dissertation proposal. The outcome of this course will therefore be a literature synthesis paper with clear articulation of issues in the field of research of students interests and strong justifications for the significance of the study. It will lay a working foundation for the literature review chapter for their respective proposals. Some advanced library skills will also be introduced. Upon successful completion of the course, students should be able to: (1) defend the scope of a review; (2) extract main ideas from a given paper; (3) undertake grounded data analysis; (4) critique the quality of their peers review processes; and (5) write a review paper ready to be submitted to a peer-reviewed journal.	4

Course Code	Course Title	Description	Academic Unit
NEDD903	Qualitative Research Methods	This course delves into the theoretical, methodological and practical aspects of using qualitative methodologies to examine institutional practices within different organizations. Given the complexities of practices within different organizations, qualitative methodologies offer powerful means of distilling the nuances and essences of learning experiences and interactions beyond purely cognitive and individualistic activities. In this course, students will be exposed to different means of collecting, analyzing and writing about data either from a small sample or from participants who are not randomly sampled. This course aims to equip students with skills to: (1) analyze the basic assumptions of research traditions and specify the interrelationships among them; (2) select the appropriate qualitative research method(s) to answer their specific research questions; (3) reflect on issues to consider when selecting participants; (4) consider the rigour and ethics of qualitative research; and (5) consider operational, ethical and logistical details when collecting qualitative data, analyzing the data, and aligning theories, data and practice to construct a coherent and powerful thesis.	4
NEDD913	Research Methods II	This course will provide students with an advanced understanding of both qualitative and quantitative research methods in education. To read this course, students must have successfully completed the Research Methods I course. Students will be required to develop a sound and defensible research proposal. The goal of a research proposal is to present and justify the purpose to investigate a research problem, design and justify in practical ways how the study will be conducted. The design elements and procedures for conducting the research are governed by standards within the predominant discipline in which the problem resides. Research proposals involve extensive review of the literature reviews, and they must provide persuasive justifications for the proposed study. Finally, the research proposal should clearly describe a detailed methodology for conducting the research consistent with requirements of the professional or academic field. Discussions on planning and validity of research designs will enable students to evaluate the validity of research that has been conducted in a particular educational area. These experiences will increase students appreciation of the complexities involved in working with data, and hence enable them to construct research findings with qualitative and/or quantitative methods. Students will also be expected to showcase in-depth understanding of the methodologies through critical reviews as well as application through presentation and written reports.	4