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Online Course Registration:
5 Jul 2023 (9am) to 7 Jul 2023 (5pm)

Add/Drop Period:
11 Aug 2023 (9am) to 25 Aug 2023 (5pm)

Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	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	14-Aug-23	Monday, 17:30 - 20:30	NIE3-01-TR301	(Coordinator) Assoc Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg/ Assoc Prof Rita Elaine Silver, rita.silver@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE902	Language Acquisition Studies	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE3-01-TR305	Assoc Prof Viniti Vaish, viniti.vaish@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE903	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE3-01-TR306	Dr Christine Anita Xavier, christine.xavier@nie.edu.sg	MAAL students	Graduate students	Scheduled together with EDEL901
Master of Arts (Applied Linguistics)	MAE904	Language Teaching Methodology	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE3-01-TR315	Dr Willy Ardian Renandya, willy.renandya@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE905	Language Curriculum: Theory & Practice	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE3-01-TR306	Dr Loh Kok Khiang Jason, jason.loh@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE909	The Culture and Conventions of Academic Writing	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE3-01-TR307	Prof Icy Lee	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE915	Language Testing and Assessment	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 17:30 - 20:30	NIE3-01-TR305	Assoc Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE922	Sociophonetics: Studies of Speech in Society	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE3-01-TR306	Asst Prof Jasper Sim Hong, jasper.sim@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 1	25	18-Aug-23	Friday, 18:00 - 21:00	NIE3-01-TR306	Dr Willy Ardian Renandya, willy.renandya@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Psychology)	MAP812	Statistics in Applied Psychology	3	Tutorial Group 1	27	16-Aug-23	Wednesday, 14:00 - 17:00	NIE2-02-07 (Education Computing Lab 3)	Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MAAP students	MAAP students	
Master of Arts (Applied Psychology)	MAP819	Psychological Disorders Across the Life Span	3	Tutorial Group 1	27	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR214	(Coordinator) Asst Prof Nah Yong Hwee (Lan Yongfei), yonghwee.nah@nie.edu.sg/ Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg	2023 Intake MAAP students	2023 Intake MAAP students	
Master of Arts (Applied Psychology)	MCP809	Theories and Techniques of Counselling	3	Tutorial Group 1	15	16-Aug-23	Wednesday, 18:00 - 21:00	NIE7-01-TR718	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Asst Prof Lee Mann Hua, Jacqueline Mrs Jacqueline Lee Tilley, jacqueline.tilley@nie.edu.sg	MAAP CP students	MAAP students	
Master of Arts (Applied Psychology)	MCP815	Family and Marital Counselling	3	Tutorial Group 1	13	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR210	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Chua Wei Bin (Cai Weibin), weibin.chua@nie.edu.sg	MAAP CP students	MAAP students	Cross-listed with MAC820
Master of Arts (Applied Psychology)	MCP817	Vocational Assessment and Career Counselling	3	Tutorial Group 1	12	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-01-TR210	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Jeffrey Chan	MAAP students	MAAP students	Cross-listed with MAC813
Master of Arts (Applied Psychology)	MCP823	Complex Traumatic Stress in Children and Adolescents	3	Tutorial Group 1	15	14-Aug-23	Monday, 18:00 - 21:00	NIE2-01-TR208	Asst Prof Yong Ming Lee (Yang Minli), minlee.yong@nie.edu.sg	MAAP CP students	MAAP students	
Master of Arts (Applied Psychology)	MCP832	Practicum in Counselling Psychology I	6	Tutorial Group 1	25	15-Aug-23	Tuesday, 14:00-17:00	NIE2-03-111 PCHD Journal Room	Dr Kit Phey Ling, pheyling.kit@nie.edu.sg	MAAP CP students	MAAP CP students	
Master of Arts (Applied Psychology)	MCP833	Practicum in Counselling Psychology II	6	Tutorial Group 1	25	15-Aug-23	Tuesday, 14:00-17:00	NIE2-B1-01 NWC Room 5	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Mr Chew Li Huei, lihuei.chew@nie.edu.sg	MAAP CP students	MAAP CP students	
Master of Arts (Applied Psychology)	MEP813	Psychological Testing	3	Tutorial Group 1	16	14-Aug-23	Monday, 18:00 - 21:00	NIE2-01-TR210	(Coordinator) Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg/ Asst Prof Nah Yong Hwee (Lan Yongfei), yonghwee.nah@nie.edu.sg/ Dr Tan Chee Soon, cheesoon.tan@nie.edu.sg	MAAP EP students	MAAP EP students	
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 1	25	16-Aug-23	Wednesday, 14:00-17:00	NIE2-01-TR213	Asst Prof Dutt Anuradha Salil Kumar, anuradha.dutt@nie.edu.sg	MAAP EP students	MAAP EP students	
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 2	25	23-Aug-23	Wednesday, 14:00-17:00	NIE2-01-TR213	Asst Prof Dutt Anuradha Salil Kumar, anuradha.dutt@nie.edu.sg	MAAP EP students	MAAP EP students	
Master of Arts (Counselling and Guidance)	MAC810	Ethical, Legal and Professional Issues in Counselling	3	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE2-01-TR212	Dr Tan Soo Yin, sooyin.tan@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC812	Life-Span Developmental Psychology	3	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE7-01-TR718	Prof Ang Pei-Hui, Rebecca, rebecca.ang@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC813	Career Development and Counselling	3	Tutorial Group 1	13	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-01-TR210	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Jeffrey Chan	MACG students	MACG students	Cross-listed with MCP817
Master of Arts (Counselling and Guidance)	MAC814	Theories of Counselling and Psychotherapy	3	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-TR213	(Coordinator) Assoc Prof Chong Wan Har, wanhar.chong@nie.edu.sg/ Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC818	Research Methodology and Statistical Analysis in Counselling	3	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MACG students	MACG students	

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Online Course Registration:
5 Jul 2023 (9am) to 7 Jul 2023 (5pm)

Add/Drop Period:
11 Aug 2023 (9am) to 25 Aug 2023 (5pm)

Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period / Course is Offered To	Add/Drop Period / Course is Offered To	Remarks
Master of Arts (Counselling and Guidance)	MAC820	Introduction to Family Counselling	3	Tutorial Group 1	12	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR210	**(Coordinator)** Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Chua Wei Bin (Cai Weibin), weibin.chua@nie.edu.sg	MACG students	MACG students	Cross-listed with MCP815
Master of Arts (Counselling and Guidance)	MAC821	Mental Health and Community Counselling	3	Tutorial Group 1	15	16-Aug-23	Wednesday, 18:00 - 21:00	NIE7-01-TR719	Asst Prof Yong Ming Lee (Yang Minli), minglee.yong@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC830	Practicum I	3	Tutorial Group 1	25	18-Aug-23	Friday, 18:00 - 21:00	NIE2-01-TR209	**(Coordinator)** Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Mr Boh Boon Tiong, boontiong.boh@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC831	Practicum II	3	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR208	**(Coordinator)** Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Isabelle Ong Gaffney Pei Ling, jennifer.ong@nie.edu.sg	MACG students	MACG students	
Master of Arts (Educational Management)	MEM902	Assessment Quality and Standards	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 17:30 - 20:30	NIE2-01-TR211	Asst Prof Chang Wen-Chia, wenchia.chang@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM903	Supervisory Leadership and Curriculum Design	4	Tutorial Group 1	25	17-Aug-23	Thursday, 17:30 - 20:30	NIE2-01-TR212	Assoc Prof Ng Foo Seong, david.ng@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM913	Interdisciplinary Thinking for Educational Leaders	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 17:30 - 20:30	NIE2-01-TR211	Dr Tan Lip Thye, Michael (Chen Litai), michael.tan@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM916	Teachers as Leaders for Learning	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE7-01-TR714	Assoc Prof Hairon Salleh, hairon.salleh@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM932	Critical Inquiry	2	Tutorial Group 1	20	18-Aug-23	Friday, 17:30 - 19:30	NIE2-01-TR212	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	MAEM students	MAEM students	
Master of Arts (Educational Management)	MCT914	Globalization & Curriculum Reform	4	Tutorial Group 1	5	16-Aug-23	Wednesday, 17:30 - 20:30	NIE7-01-TR715	Assoc Prof Lim Tze-Wei, Leonel (Lin Zihui, Leonel), leonel.lim@nie.edu.sg	MAEM students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Arts (Instructional Design and Technology)	MID905	Foundation of Learning and Instruction	4	Tutorial Group 1	15	14-Aug-23	Monday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Asst Prof Zhu Gaoxia, gaoxia.zhu@nie.edu.sg	MAIDT students	MAIDT students	
Master of Arts (Instructional Design and Technology)	MID922	e-Learning Tools for Training	4	Tutorial Group 1	10	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Wang Qiyun, qiyun.wang@nie.edu.sg	Elective : MAIDT students	Elective : MAIDT students	Cross-listed with MTD909
Master of Arts (Instructional Design and Technology)	MID923	Perspectives on Adult Learning	4	Tutorial Group 1	13	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Quek Choon Lang, choonlang.quek@nie.edu.sg	Elective : MAIDT students	Elective : MAIDT students	Cross-listed with MTD911
Master of Arts (Instructional Design and Technology)	MID944	Methods for Data Collection and Analysis for Instructional Design Projects	2	Tutorial Group 1	15	02-Aug-23	Individual Arrangements	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof Chen Wenli, wenli.chen@nie.edu.sg	MAIDT students	MAIDT students	3 face to face sessions : 21 hours (2/8, 4/8,7/8) 9am to 5pm. 1 online session: 5 hours (3/8).
Master of Arts (Instructional Design and Technology)	MID945	Capstone Project for Instructional Design	4	Tutorial Group 1	15	18-Aug-23	Friday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	**(Coordinator)** Assoc Prof Quek Choon Lang, choonlang.quek@nie.edu.sg	MAIDT students	MAIDT students	18/8 (Fri), 6/10, 10/11
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE3-01-TR315	Dr Luo Qingming, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 2	25	16-Aug-23	Wednesday, 13:30 - 16:30	NIE3-01-TR315	Dr Luo Qingming, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE3-01-TR318	Dr Xu Feng, feng.xu@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 2	25	15-Aug-23	Tuesday, 09:30 - 12:30	NIE3-01-TR315	Dr Tan Kar Chun, karchun.tan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 1	25	17-Aug-23	Thursday, 13:30 - 16:30	NIE3-01-TR313	Mr Shi Zhili, zhili.shi@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 1	25	14-Aug-23	Monday, 13:30 - 16:30	NIE3-01-TR316	Dr Choong Kok Weng, kokweng.choong@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 2	25	17-Aug-23	Thursday, 13:30 - 16:30	NIE3-01-TR316	Dr Choong Kok Weng, kokweng.choong@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE3-01-TR310	Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 2	25	14-Aug-23	Monday, 13:30 - 16:30	NIE3-01-TR310	Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 13:30 - 16:30	NIE3-01-TR314	Mr Zhu Haibin, haibin.zhu@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 2	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE3-01-TR314	Mr Zhu Haibin, haibin.zhu@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 1	25	14-Aug-23	Monday, 09:30 - 12:30	NIE3-01-TR302	Dr Ang Liang Peng, liangpeng.ang@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 1	25	17-Aug-23	Thursday, 09:30 - 12:30	NIE3-01-TR316	Dr Lim Seok Lai, seoklai.lim@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 2	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE3-01-TR319	Dr Lim Seok Lai, seoklai.lim@nie.edu.sg	MATCIL students	MATCIL students	

GRADUATE PROGRAMMES AUGUST 2023 SEMESTER　　　　　　　*Last Update: 07 August 2023*

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Master of Arts (Teaching Chinese as an International Language)	MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE3-01-TR322	Prof Goh Yeng Seng, yengseng.goh@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 1	25	17-Aug-23	Thursday, 09:30 - 12:30	NIE3-01-TR303	ALC2,	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 2	25	15-Aug-23	Tuesday, 13:30 - 16:30	NIE3-01-TR309	Dr Wong Lung Hsiang, lunghsiang.wong@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 3	25	15-Aug-23	Tuesday, 13:30 - 16:30	NIE3-01-TR315	ALC3,	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 4	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE3-01-TR314	ALC3,	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 5	25	18-Aug-23	Friday, 09:30 - 12:30	NIE3-01-TR301	ALC4,	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 6	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE5-01-TR501	Dr Yuan Guangji, guangji.yuan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE3-01-TR317	**(Coordinator)** Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg/ Dr Robbie Lee Sabnani, robbie.sabnani@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 1	13	14-Aug-23	Monday, 18:00 - 21:00	NIE3-01-TR309	ALC5,	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 2	13	18-Aug-23	Friday, 18:00 - 21:00	NIE3-01-TR301	ALC6,	MATCIL students	MATCIL students	
Master of Arts in Humanities Education	MAS901	Issues and Research in Humanities Education	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 17:30 - 20:30	NIE3-02-26 (Sustainability Learning Lab)	**(Coordinator)** Dr Seow Ing Chin Dorothy Tricia (Xiao Yunqin Dorothy Tricia), tricia.seow@nie.edu.sg/ Dr Suhaimi Bin Mohamed Afandi, suhaimi.afandi@nie.edu.sg	Graduate students	Graduate students	Scheduled together with EDHS901
Master of Arts in Humanities Education	MAS912	Heritage, History and Culture	4	Tutorial Group 1	23	14-Aug-23	Monday, 18:00 - 21:00	NIE3-02-29 (Archives Room)	Assoc Prof Kevin Peter Blackburn, kevin.blackburn@nie.edu.sg	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS919	GIS and Geospatial Learning in Sustainability	4	Tutorial Group 1	20	17-Aug-23	Thursday, 17:30 - 20:30	NIE3-02-24 (GIAS Lab)	Asst Prof Edward Park, edward.park@nie.edu.sg	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS947	Sociology of Education	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 17:30 - 20:30	NIE3-02-31 (Social Studies Learning Lab)	Asst Prof Yang Peidong, peidong.yang@nie.edu.sg	MAHE students	MAHE students	
Master of Arts in Professional Education (Training and Development)	MTD900	Professional Practice Inquiry Skills	2	Tutorial Group 1	20	11-Aug-23	Individual Arrangements	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof Choy Doris, doris.choy@nie.edu.sg	Core : Part-time Year 2 and Full-time Year 1 MAPE students	Core : Part-time Year 2 and Full-time Year 1 MAPE students	11 Aug : 1:00 - 9:00 (F2F); 18 Aug : 5:00 - 9:00 (F2F); 8 Sept Aug : 1:00 - 9:00 (F2F); 1 session of 6 hours online
Master of Arts in Professional Education (Training and Development)	MTD901	Professional Practice Inquiry Project	4	Tutorial Group 1	15	04-Aug-23	Friday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	**(Coordinator)** Assoc Prof Choy Doris, doris.choy@nie.edu.sg	Core: Final semester MAPE students	Core: Final semester MAPE students	04 Aug; 20 Oct 6:00 - 9:00 face-to-face
Master of Arts in Professional Education (Training and Development)	MTD903	Instructional Design Models and Practices	4	Tutorial Group 1	24	14-Aug-23	Monday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof Choy Doris, doris.choy@nie.edu.sg	Core : Year 1 Aug 2023 intake MAPE students	Core : MAPE students	
Master of Arts in Professional Education (Training and Development)	MTD909	E-learning tools for Training	4	Tutorial Group 1	11	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Wang Qiyun, qiyun.wang@nie.edu.sg	Elective : MAPE students	Elective : MAPE students	Cross-listed with MID922
Master of Arts in Professional Education (Training and Development)	MTD911	Facilitating Adult Learning	4	Tutorial Group 1	12	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Quek Choon Lang, choonlang.quek@nie.edu.sg	Elective : MAPE students	Elective : MAPE students	Cross-listed with MID923
Master of Arts in Professional Education (Training and Development)	MTD913	Teaching and Learning in Higher Education	4	Tutorial Group 1	2	15-Aug-23	Tuesday, 14:00-17:00, Friday, 14:00-17:00	Venue at NTU		Elective : MAPE students	Elective : MAPE students	
Master of Education (Art)	MEA901	Research and Issues in Art Education	4	Tutorial Group 1	25	14-Aug-23	Monday, 17:30 - 20:30	NIE3-B1-06 (Mac Centre)	Asst Prof Heaton Rebecca, rebecca.heaton@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Art)	MEA903	Arts Education and Technology	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE3-B1-06 (Mac Centre)	Ms Audrey Tan	Graduate students	Graduate students	
Master of Education (Art)	MED902	Integrative Project	2	Tutorial Group 1	18	16-Aug-23	Wednesday, 17:30 - 19:30	NIE3-B1-06 (Mac Centre)	Asst Prof Heaton Rebecca, rebecca.heaton@nie.edu.sg	MED (Art) students	MED (Art) students	
Master of Education (Chinese Language)	MCL904	Chinese Literature and Culture and Its teaching	4	Tutorial Group 1	35	16-Aug-23	Wednesday, 18:00 - 21:00	NIE3-01-TR312	Mr Wang Hooe Wai, /Mdm Moh Lee Fair, leefair.moh@nie.edu.sg	(MED CL student: Jan 2022, Jan 2023 Intake) (MA CL student: Aug 2022, Jan 2023 Intake) (PhD CL student: Jan 2022, Jan 2023 Intake)	(MED CL student: Jan 2022, Jan 2023 Intake) (MA CL student: Aug 2022, Jan 2023 Intake) (PhD CL student: Jan 2022, Jan 2023 Intake) Other graduate students, please write to course coordinator or course instructor for permission.	

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Online Course Registration:
5 Jul 2023 (9am) to 7 Jul 2023 (5pm)

Add/Drop Period:
11 Aug 2023 (9am) to 25 Aug 2023 (5pm)

Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Education (Chinese Language)	MCL905	Character and Citizenship Education and its Pedagogy in Singapore Primary Schools	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE3-01-TR311	Ms Ling Mee Nam, meenam.ling@nie.edu.sg	(MED CL student: Jan 2022, Jan 2023 Intake) (MA CL student: Aug 2022, Jan 2023 Intake) (PhD CL student: Jan 2022, Jan 2023 Intake)	(MED CL student: Jan 2022, Jan 2023 Intake) (MA CL student: Aug 2022, Jan 2023 Intake) (PhD CL student: Jan 2022, Jan 2023 Intake) Other graduate students, please write to course coordinator or course instructor for permission.	
Master of Education (Chinese Language)	MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE3-01-TR302	Mr Zhu Haibin, haibin.zhu@nie.edu.sg	(MED CL student: Jan 2022, Jan 2023 Intake) (MA CL student: Aug 2022, Jan 2023 Intake) (PhD CL student: Jan 2022, Jan 2023 Intake)	(MED CL student: Jan 2022, Jan 2023 Intake) (MA CL student: Aug 2022, Jan 2023 Intake) (PhD CL student: Jan 2022, Jan 2023 Intake) Other graduate students, please write to course coordinator or course instructor for permission.	
Master of Education (Chinese Language)	MED902	Integrative Project	2	Tutorial Group 2	25	15-Aug-23	Tuesday, 18:00 - 20:00	NIE3-01-TR313	Dr Goh Hock Huan (Wu Fuhuan), hockhuan.goh@nie.edu.sg	MED CL student: Jan 2022 Intake	MED CL student: Jan 2022 Intake. Other graduate 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	23	15-Aug-23	Tuesday, 17:30 - 20:30	NIE2-01-TR208	Assoc Prof Lim Tze-Wei, Leonel (Lin Zihui, Leonel), leonel.lim@nie.edu.sg	MED (C&T) students	MED (C&T) students	
Master of Education (Curriculum and Teaching)	MCT901	Curriculum: Theories and Issues	4	Tutorial Group 2	23	15-Aug-23	Tuesday, 17:30 - 20:30	NIE2-01-TR207	Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg	MED (C&T) students	MED (C&T) students	
Master of Education (Curriculum and Teaching)	MCT902	Crafting the Curriculum	4	Tutorial Group 1	20	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR216	Dr Lim Tong Li, Christina Mrs. Christina Arasaratnam, christina.ratnam@nie.edu.sg	a) MED (C&T) students b) MAEM students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Education (Curriculum and Teaching)	MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-TR210	(Coordinator) Ms P Durka Devi, durka.devi@nie.edu.sg/ Assoc Prof Tan Heng Kiat, kelvin.tan@nie.edu.sg	MED (C&T) students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Education (Curriculum and Teaching)	MCT904	Understanding Teachers and Teaching: Theory and Practice	4	Tutorial Group 1	20	14-Aug-23	Monday, 18:00 - 21:00	NIE2-01-TR215	Assoc Prof Jiang Heng, heng.jiang@nie.edu.sg	Graduate students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Education (Curriculum and Teaching)	MCT905	Theories and Perspectives of Learning	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-01-TR213	Dr Lim Tong Li, Christina Mrs. Christina Arasaratnam, christina.ratnam@nie.edu.sg	Graduate students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Education (Curriculum and Teaching)	MCT913	Differentiating Curriculum and Teaching for Diverse Learners	4	Tutorial Group 1	20	15-Aug-23	Tuesday, 17:30 - 20:30	NIE2-01-TR206	Assoc Prof Heng Huan Gek, Mary Anne, maryanne.heng@nie.edu.sg	MED (C&T) students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Education (Curriculum and Teaching)	MCT914	Globalization & Curriculum Reform	4	Tutorial Group 1	20	16-Aug-23	Wednesday, 17:30 - 20:30	NIE7-01-TR715	Assoc Prof Lim Tze-Wei, Leonel (Lin Zihui, Leonel), leonel.lim@nie.edu.sg	MED (C&T) students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Education (Curriculum and Teaching)	MCT921	Theory and Practice of Authentic Assessment	4	Tutorial Group 1	20	14-Aug-23	Monday, 17:30 - 20:30	NIE7-01-TR715	Ms Lin Rongchan, rongchan.lin@nie.edu.sg	Graduate students	Graduate students. Please write to course instructor or coordinator to seek permission.	

Last Update: 07 August 2023

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5 Jul 2023 (9am) to 7 Jul 2023 (5pm)

Add/Drop Period:
11 Aug 2023 (9am) to 25 Aug 2023 (5pm)

Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period / Course is Offered To	Add/Drop Period / Course is Offered To	Remarks
Master of Education (Curriculum and Teaching)	MCT933	Affirming Diversity and Culture in Teaching and Learning	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE2-01-TR211	Asst Prof Heng Tang Tang (Xing Dandan), tangtang.heng@nie.edu.sg	Graduate students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Education (Curriculum and Teaching)	MCT935	New Media and 21st Century Learning	4	Tutorial Group 1	20	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-TR209	Dr Wu Jing, jing.wu@nie.edu.sg	Graduate students	Graduate students. Please write to course instructor or coordinator to seek permission.	
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 3	45	17-Aug-23	Thursday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Asst Prof Chang Wen-Chia, wenchia.chang@nie.edu.sg/ Dr Wu Jing, jing.wu@nie.edu.sg/ Dr Yang Chien-Hui, chienhui.yang@nie.edu.sg	MED (C&T) students	MED (C&T) students	
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 3	36	18-Aug-23	Friday, 17:30 - 19:30	NIE2-01-TR213	(Coordinator) Assoc Prof Jiang Heng, heng.jiang@nie.edu.sg/ Assoc Prof Fang Yanping, yanping.fang@nie.edu.sg/ Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg/ Dr Sudha Mary George	MED (C&T) students	MED (C&T) students	
Master of Education (Developmental Psychology)	MDP901	Social and Emotional Development and Assessment	4	Tutorial Group 1	30	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-01-TR214	(Coordinator) Assoc Prof Gregory Arief D Liem, gregory.liem@nie.edu.sg/ Prof Ang Pei-Hui, Rebecca, rebecca.ang@nie.edu.sg/ Dr Ng Ee Lynn, eelynn.ng@nie.edu.sg/ PCHD1,	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 1	20	16-Aug-23	Wednesday, 13:30 - 16:30	NIE7-01-TR719	Dr Lee Ai Noi (Li Ailian), ainoi.lee@nie.edu.sg	Graduate students - write in to seek approval if quota is reached.	Graduate students	Cross-listed with MPM907 (TG01)
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 2	17	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-TR208	Dr Lee Ai Noi (Li Ailian), ainoi.lee@nie.edu.sg	Graduate students - write in to seek approval if quota is reached.	Graduate students	Cross-listed with MPM907 (TG02)
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 1	20	14-Aug-23	Monday, 14:00 - 17:00	NIE2-01-TR211	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	Graduate students - write in to seek approval if quota is reached.	Graduate students	
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 2	20	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-TR212	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	Graduate students - write in to seek approval if quota is reached.	Graduate students	
Master of Education (Developmental Psychology)	MDP906	Personality and Attitude Assessment	4	Tutorial Group 1	9	15-Aug-23	Tuesday, 14:00-17:00	NIE2-01-TR211 & NIE2-02-10 (Education Computing Lab 1)	Asst Prof Amelia Joy-Marie Yeo Ai-Mei (Yang Aimei), amelia.yeo@nie.edu.sg	MED (DP) students	Graduate students	Cross-listed with MPM904
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 1	17	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-01-TR209	(Coordinator) Dr Lee Ai Noi (Li Ailian), ainoi.lee@nie.edu.sg/ Dr Ng Aik Kwang, aikkwang.ng@nie.edu.sg	MED (DP) students	Graduate students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 2	20	17-Aug-23	Thursday, 14:00 - 17:00	NIE2-01-TR213	(Coordinator) Dr Lee Ai Noi (Li Ailian), ainoi.lee@nie.edu.sg/ Dr Ng Aik Kwang, aikkwang.ng@nie.edu.sg	MED (DP) students	Graduate students	
Master of Education (Developmental Psychology)	MDP909	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	15	14-Aug-23	Monday, 18:00 - 21:00	NIE7-01-TR721	Dr Lee Ai Noi (Li Ailian), ainoi.lee@nie.edu.sg	Graduate students - write in to seek approval if quota is reached.	Graduate students	Cross-listed with MPM908
Master of Education (Developmental Psychology)	MDP912	Gestures in learning and development: theory, research, practice	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR209	Asst Prof Amelia Joy-Marie Yeo Ai-Mei (Yang Aimei), amelia.yeo@nie.edu.sg	Graduate students - write in to seek approval if quota is reached.	Graduate students	
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 4	9	14-Aug-23	Monday, 14:00 - 17:00	NIE2-01-TR207	(Coordinator) Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg/ Dr Sun Baoqi, baoqi.sun@nie.edu.sg	MED (DP) and MED (EA) students	MED (DP) and MED (EA) students	
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 4	7	14-Aug-23	Monday, 14:00 - 17:00	NIE2-01-TR207	(Coordinator) Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg/ Dr Sun Baoqi, baoqi.sun@nie.edu.sg	MED (DP) and MED (EA) students	MED (DP) and MED (EA) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 4	9	18-Aug-23	Friday, 14:00 - 16:00	NIE2-01-TR209	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	9	17-Aug-23	Thursday, 18:00 - 20:00	NIE5-01-TR504	Dr Jocson Maria Rosanne Mallari, rosanne.jocson@nie.edu.sg	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 21	9	16-Aug-23	Wednesday, 18:00 - 20:00	NIE5-01-TR503	Dr Wu Chiao-Yi, chiao-yi.wu@nie.edu.sg	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 22	9	15-Aug-23	Tuesday, 18:00 - 20:00	NIE5-01-TR504	Dr Betsy Ng Ling Ling (Betsy Yin Linlin), betsy.ng@nie.edu.sg	MED (DP) students	MED (DP) students	

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Master of Education (Drama)	MDR903	The Teacher as Facili-Actor	4	Tutorial Group 1	20	17-Aug-23	Thursday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Dr Jennifer Wong Pui Cheng (Jennifer Huang Peizhen), jennifer.wong@nie.edu.sg	Graduate students with the following pre-requisites - 1) MEd Drama students; 2) Graduate students with an undergraduate degree in Drama Education/Theatre/Performance Studies; 3) Graduate students with Drama Education or Theatre Making experience. Please write to course coordinator, Dr Charlene Rajendran, to seek permission at this email charlene.r@nie.edu.sg	Graduate students with the following pre-requisites - 1) MEd Drama students; 2) Graduate students with an undergraduate degree in Drama Education/Theatre/Performance Studies; 3) Graduate students with Drama Education or Theatre Making experience. Please write to course coordinator, Dr Charlene Rajendran, to seek permission at this email charlene.r@nie.edu.sg	
Master of Education (Drama)	MED902	Integrative Project	2	Tutorial Group 5	20	16-Aug-23	Wednesday, 18:30 - 20:30	NIE3A-B2-09 (Rehearsal Room)	Dr Jennifer Wong Pui Cheng (Jennifer Huang Peizhen), jennifer.wong@nie.edu.sg	MED (Drama) students	MED (Drama) students	
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 1	11	14-Aug-23	Monday, 17:30 - 20:30	NIE2-01-TR213	Dr Chan Kam Chee Rebecca, rebecca.chan@nie.edu.sg	MED (EC) students - Aug 2023 FT & PT	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 2	15	14-Aug-23	Monday, 17:30 - 20:30	NIE2-01-TR214	Asst Prof Cheung Hoi Shan, hoishan.cheung@nie.edu.sg	MED (EC) students - Aug 2023 FT & PT	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 1	21	15-Aug-23	Tuesday, 17:30 - 20:30	NIE7-01-TR719	(Coordinator) Dr Chan Kam Chee Rebecca, rebecca.chan@nie.edu.sg/ Dr Joanna Tay-Lim Kim Hoon, joanna.lim@nie.edu.sg	MED (EC) students - Aug 2023 FT & Jan 2023 PT	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MEC903	Research Investigations in Early Childhood Education	4	Tutorial Group 1	22	17-Aug-23	Thursday, 17:30 - 20:30	NIE3-01-TR301	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) students - Jan 2023 2023 FT (2nd Sem) & Aug 2022 PT (3rd Sem)	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MEC906	Curriculum Design and Development in Early Childhood Education	4	Tutorial Group 1	22	16-Aug-23	Wednesday, 17:30 - 20:30	NIE2-01-TR215	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	MED (EC) students except (Aug 2023 PT)	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MEC909	Professionalism in Early Childhood Education	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 17:30 - 20:30	NIE2-01-TR214	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) students except (Aug 2023 PT)	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MEC910	Pedagogy in Early Childhood Education	4	Tutorial Group 1	25	18-Aug-23	Friday, 17:30 - 20:30	NIE3-01-TR305	Dr Chan Kam Chee Rebecca, rebecca.chan@nie.edu.sg	MED (EC) students except (Aug 2023 PT)	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 6	25	17-Aug-23	Thursday, 17:30 - 20:30	NIE2-01-TR215	Assoc Prof Tan Ai Girl, aigirl.tan@nie.edu.sg	MED (EC) students - Aug 2023 FT & PT	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 23	12	15-Aug-23	Tuesday, 17:30 - 19:30	NIE5-01-TR503	Dr Seow Sen Kee, Peter, peter.seow@nie.edu.sg	MED (EC) students - Jan 2023 2023 FT (2nd Sem) & Jan 2022 PT (4th Sem)	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 24	12	15-Aug-23	Tuesday, 17:30 - 19:30	NIE3-01-TR303	Asst Prof Cheung Hoi Shan, hoishan.cheung@nie.edu.sg	MED (EC) students - Jan 2023 2023 FT (2nd Sem) & Jan 2022 PT (4th Sem)	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 6	12	15-Aug-23	Tuesday, 14:30 - 16:30	NIE2-01-TR214	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) students - Jan 2023 2023 FT (2nd Sem) & Jan 2021 PT (4th Sem)	Graduate students. (Write to tutor for approval only when quota is filled up)	
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 7	15	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR211	(Coordinator) Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MED (EA) and MED (DP) students	MED (EA) and MED (DP) students	

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Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 7	15	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR211	(Coordinator) Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MED (EA) and MED (DP) students	MED (EA) and MED (DP) students	
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 25	8	17-Aug-23	Thursday, 18:00 - 20:00	NIE7-01-TR705	Dr Pan Qianqian, qianqian.pan@nie.edu.sg	MED (EA) students	MED (EA) students	
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 7	8	17-Aug-23	Thursday, 18:00 - 20:00	NIE7-01-TR717	Dr Chew Lee Chin, leechin.chew@nie.edu.sg	MED (EA) students	MED (EA) students	
Master of Education (Educational Assessment)	MPM902	Design of Assessment Systems	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-TR216	(Coordinator) Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Dr Leong See Cheng, seecheng.leong@nie.edu.sg/ Ms Lin Rongchan, rongchan.lin@nie.edu.sg/ Dr Yvonne Seng Bee Gek (Sun Meiyu), beegek.seng@nie.edu.sg	MED (EA) students	MED (EA) students	
Master of Education (Educational Assessment)	MPM903	Measurement Theories	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	Bernoulli Lab (NIE 7 B1-18)	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Dr Pan Qianqian, qianqian.pan@nie.edu.sg	MED (EA) students	Graduate students	
Master of Education (Educational Assessment)	MPM904	Attitude Measurement and Personality Assessment	4	Tutorial Group 1	9	15-Aug-23	Tuesday, 14:00-17:00	NIE2-01-TR211 & NIE2-02-10 (Education Computing Lab 1)	Asst Prof Amelia Joy-Marie Yeo Ai-Mei (Yang Aimei), amelia.yeo@nie.edu.sg	MED (EA) students	Graduate students	Cross-listed with MDP906
Master of Education (Educational Assessment)	MPM907	Children Cognitive Development and Assessment	4	Tutorial Group 1	5	16-Aug-23	Wednesday, 13:30 - 16:30	NIE7-01-TR719	Dr Lee Ai Noi (Li Ailian), ainoi.lee@nie.edu.sg	MED (EA) students	Graduate students	Cross-listed with MDP902 (TG01)
Master of Education (Educational Assessment)	MPM907	Children Cognitive Development and Assessment	4	Tutorial Group 2	8	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-TR208	Dr Lee Ai Noi (Li Ailian), ainoi.lee@nie.edu.sg	MED (EA) students	Graduate students	Cross-listed with MDP902 (TG02)
Master of Education (Educational Assessment)	MPM908	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	6	14-Aug-23	Monday, 18:00 - 21:00	NIE7-01-TR721	Dr Lee Ai Noi (Li Ailian), ainoi.lee@nie.edu.sg	MED (EA) students	Graduate students	Cross-listed with MDP909
Master of Education (Educational Assessment)	MPM909	Elementary Statistics for Education	4	Tutorial Group 1	19	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Educational Assessment)	MPM911	Applied Regression Analysis	4	Tutorial Group 1	20	15-Aug-23	Tuesday, 18:00 - 21:00	Bernoulli Lab (NIE 7 B1-18)	Asst Prof Amelia Joy-Marie Yeo Ai-Mei (Yang Aimei), amelia.yeo@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Educational Assessment)	MPM912	Assessment of Children and Youth with Special Needs	4	Tutorial Group 1	2	16-Aug-23	Wednesday, 18:00 - 21:00	NIE5-01-TR504	Dr Waschl Nicolette Amanda Reed, nicolette.waschl@nie.edu.sg	MED (EA) students	Graduate students	Cross-listed with MSE915 (TG1)
Master of Education (English)	MED900	Educational Inquiry	4	Tutorial Group 8	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE3-01-TR313	Dr Guo Libo, libo.guo@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 28	15	17-Aug-23	Thursday, 18:00 - 20:00	NIE3-01-TR309	Dr Willy Ardian Renandya, willy.renandya@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 8	15	18-Aug-23	Friday, 18:00 - 20:00	NIE3-01-TR303	Assoc Prof Viniti Vaish, viniti.vaish@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL901	Language and Literature Education	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE3-01-TR304	(Coordinator) Assoc Prof Lim Fei (Lin Fei), victor.lim@nie.edu.sg/ Asst Prof Tan Xing Long, Ian, ian.tan@nie.edu.sg	MED (Eng) students	Graduate students	Scheduled together with EDEL902
Master of Education (English)	MEL902	Analyzing Literature and Language	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 17:30 - 20:30	NIE2-01-TR216	(Coordinator) Assoc Prof Teo Chin Soon, peter.teo@nie.edu.sg/ Assoc Prof Joel Robert Gwynne, joel.gwynne@nie.edu.sg	MED (Eng) students	Graduate students	
Master of Education (English)	MEL917	Teaching Grammar and Writing	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE3-01-TR302	Dr Guo Libo, libo.guo@nie.edu.sg	MED (Eng) students	Graduate students	
Master of Education (English)	MEL918	Reading in a Multimodal Age	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE3-01-TR305	Assoc Prof Loh Chin Ee (Luo Jingyi), chinee.loh@nie.edu.sg	MED (Eng) students	Graduate students	
Master of Education (English)	MEL920	Creative Writing in the Classroom	4	Tutorial Group 1	25	17-Aug-23	Thursday, 17:30 - 20:30	NIE3-01-TR313	Dr Anitha Devi Pillai, anitha.pillai@nie.edu.sg	MED (Eng) students	Graduate students	
Master of Education (English)	MEL922	Teaching Shakespeare	4	Tutorial Group 1	25	17-Aug-23	Thursday, 17:30 - 20:30	NIE3-01-TR308	Dr Whitehead Richard Angus, richard.whitehead@nie.edu.sg	MED (Eng) students	Graduate students	
Master of Education (English)	MEL925	Literature and Film	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 17:30 - 20:30	NIE3-01-TR306	Dr Yeo Kah Sin Dennis, dennis.yeo@nie.edu.sg	MED (Eng) students	Graduate students	
Master of Education (Learning Sciences and Technologies)	MED900	Educational Inquiry	4	Tutorial Group 10	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	(Coordinator) Asst Prof Wen Yun, yun.wen@nie.edu.sg/ Asst Prof Farhan Bin Ali, farhan.ali@nie.edu.sg	MED (LST) students	MED (LST) students	
Master of Education (Learning Sciences and Technologies)	MED902	Integrative Project	2	Tutorial Group 10	1	25-Aug-23	Friday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Asst Prof Farhan Bin Ali, farhan.ali@nie.edu.sg	MED (LST) students	MED (LST) students	
Master of Education (Learning Sciences and Technologies)	MLT901	Foundations of the Learning Sciences	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Assoc Prof Wang Qiyun, qiyun.wang@nie.edu.sg/ Asst/P Tanmay Sinha	Core : MED (LST) students	Core : Graduate student but must get the instructor's permission before registration	
Master of Education (Learning Sciences and Technologies)	MLT902	Computer Supported Collaborative Learning and Knowledge Building	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Tan Seng Chee, sengchee.tan@nie.edu.sg	Elective : Graduate students	Elective : Graduate students	
Master of Education (Learning Sciences and Technologies)	MLT915	Digital Game-Based Learning	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof Azilawati Bte Jamaludin, azilawati.j@nie.edu.sg	Elective : Graduate students	Elective : Graduate students	
Master of Education (Malay Language)	MED902	Integrative Project	2	Tutorial Group 11	25	16-Aug-23	Wednesday, 18:30 - 21:30	NIE3-01-TR319	Dr Suryani Binte Atan, suryani.atan@nie.edu.sg	MED (ML) students	MED (ML) students	

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5 Jul 2023 (9am) to 7 Jul 2023 (5pm)

Add/Drop Period:
11 Aug 2023 (9am) to 25 Aug 2023 (5pm)

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Master of Education (Malay Language)	MML905	School-Based Curriculum Design for Malay Language Teaching	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:30 - 21:30	NIE3-01-TR319	Dr Mohd Aidil Subhan B Mohd Sulor, aidil.subhan@nie.edu.sg	(a) Master of Education (Malay Language) students (b) Graduate students with Malay Language background	(a) Graduate students with Malay Language background	
Master of Education (Mathematics)	MED902	Integrative Project	2	Tutorial Group 12	20	18-Aug-23	Friday, 18:00 - 20:00	NIE7-01-TR708	(Coordinator) Dr Elaine Cai Yu Ling, elaine.cai@nie.edu.sg/ Assoc Prof Leong Yew Hoong, yewhoong.leong@nie.edu.sg	MED (Maths) students	Other MED students, subject to coordinator's approval	
Master of Education (Mathematics)	MME901	Theoretical Perspectives and Issues in Mathematics Education Research	4	Tutorial Group 1	15	14-Aug-23	Monday, 18:00-21:00	NIE7-01-TR717	Assoc Prof Lee Ngan Hoe, nganhoe.lee@nie.edu.sg	MED (Maths) students	Other MED students, subject to coordinator's approval	Scheduled together with EDME901
Master of Education (Mathematics)	MME905	Assessment in Mathematics	4	Tutorial Group 1	20	15-Aug-23	Tuesday, 18:00 - 21:00	NIE7-B1-01 (Maths Lab 1)	Asst Prof Choy Ban Heng (Cai Wanxing), banheng.choy@nie.edu.sg	MED (Maths) students	Other MED students, subject to coordinator's approval	
Master of Education (Mathematics)	MME915	Geometry and the Teaching of Geometry	4	Tutorial Group 1	20	16-Aug-23	Wednesday, 18:00 - 21:00	NIE7-01-TR708	(Coordinator) Assoc Prof Leong Yew Hoong, yewhoong.leong@nie.edu.sg/ Dr Paul Maurice Edmund Shutler, paul.shutler@nie.edu.sg	MED (Maths) students	Other MED students, subject to coordinator's approval	
Master of Education (Mathematics)	MME923	Psychology of Learning Mathematics at the Primary Level	4	Tutorial Group 1	20	17-Aug-23	Thursday, 18:00 - 21:00	NIE7-B1-01 (Maths Lab 1)	Dr Cheng Lu Pien, lupien.cheng@nie.edu.sg	MED (Maths) students	Other MED students, subject to coordinator's approval	
Master of Education (Music)	MED902	Integrative Project	2	Tutorial Group 13	25	14-Aug-23	Monday, 17:30 - 19:30	NIE3-02-18 (Music Studio 3)	Assoc Prof Lum Chee Hoo, cheehoo.lum@nie.edu.sg	MED (Music) students	MED (Music) students	
Master of Education (Music)	MUE902	Philosophy of Music Education	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 17:30 - 20:30	NIE3-02-18 (Music Studio 3)	Assoc Prof Tan Yuh Chaur Leonard (Chen Yuzhao), leonard.tan@nie.edu.sg	MED (Music) students	Graduate students with music background. Please write to course instructor or coordinator to seek permission.	
Master of Education (Music)	MUE904	Studies in Musical Behaviours	4	Tutorial Group 1	25	17-Aug-23	Thursday, 17:30 - 20:30	NIE3-02-07 (Performance Room)	Assoc Prof Dairianathan Eugene I, eugene.d@nie.edu.sg	MED (Music) students	Graduate students with music background. Please write to course instructor or coordinator to seek permission.	
Master of Education (Science)	MED902	Integrative Project	2	Tutorial Group 14	25	16-Aug-23	Wednesday, 17:30 - 19:30	NIE7-01-TR702	Asst Prof Ong Yann Shiou (Wang Yanxiu), yannshiou.ong@nie.edu.sg	MED (Sci) students	MED (Sci) students	
Master of Education (Science)	MSC906	Representations & New Media in Science Education	4	Tutorial Group 1	20	15-Aug-23	Tuesday, 17:30 - 20:30	NIE7-01-TR701	Asst Prof Park Joonhyeong, joonhyeong.park@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Science)	MSC908	STEM Education History, Policies, and Research Trends	4	Tutorial Group 1	25	14-Aug-23	Monday, 17:30 - 20:30	NIE7-01-TR701	Assoc Prof Tan Aik Ling, aikling.tan@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Special Education)	MED900	Educational Inquiry	4	Tutorial Group 15	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE5-01-TR503	(Coordinator) Dr Teo Chew Lee, chewlee.teo@nie.edu.sg/ Dr Yuan Guangji, guangji.yuan@nie.edu.sg	MED (SPE) students	MED (SPE) students	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 15	8	14-Aug-23	Monday, 18:00 - 20:00	NIE3-01-TR303	Assoc Prof Tan Ai Girl, aigirl.tan@nie.edu.sg	MED (SPE) FT students who have completed 4 courses; MEd SE PT students who have completed 6 courses	MED (SPE) FT students who have completed 4 courses; MEd SE PT students who have completed 6 courses	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 26	8	17-Aug-23	Thursday, 18:00 - 20:00	NIE7-01-TR703	Dr Chen Mo, mo.chen@nie.edu.sg	MED (SPE) FT students who have completed 4 courses; MEd SE PT students who have completed 6 courses	MED (SPE) FT students who have completed 4 courses; MEd SE PT students who have completed 6 courses	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 27	8	15-Aug-23	Tuesday, 18:00 - 20:00	NIE3-01-TR301	Dr Lim Luck Siew, lucksiew.lim@nie.edu.sg	MED (SPE) FT students who have completed 4 courses; MEd SE PT students who have completed 6 courses	MED (SPE) FT students who have completed 4 courses; MEd SE PT students who have completed 6 courses	
Master of Education (Special Education)	MSE902	Human Development	4	Tutorial Group 1	15	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-01-TR212	Dr Tan Soo Ching Carol, carol.tan@nie.edu.sg	MED (SPE) students	MED (SPE) students	
Master of Education (Special Education)	MSE902	Human Development	4	Tutorial Group 2	24	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-01-TR215	Assoc Prof Wong Meng Ee, mengee.wong@nie.edu.sg	MED (SPE) students	MED (SPE) students	
Master of Education (Special Education)	MSE913	Curriculum Design and Development	4	Tutorial Group 1	10	14-Aug-23	Monday, 18:00 - 21:00	NIE2-01-TR207	Dr Ailsa Goh Ee Ping, ailsa.goh@nie.edu.sg	MED (SPE) students only, except August 2023 (Part-time) intake	Graduate students	
Master of Education (Special Education)	MSE913	Curriculum Design and Development	4	Tutorial Group 2	20	14-Aug-23	Monday, 18:00 - 21:00	NIE2-01-TR216	Dr Letchmi Devi D/O Ponnusamy, letchmi.p@nie.edu.sg	MED (SPE) students only, except August 2023 (Part-time) intake	Graduate students	
Master of Education (Special Education)	MSE914	Evidence-based Practices in Special Education	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR213	Dr Ailsa Goh Ee Ping, ailsa.goh@nie.edu.sg	MED (SPE) students only, except August 2023 (Part-time) intake. Prerequisite course: MED 900	Graduate students. Prerequisite course: MED900	

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Master of Education (Special Education)	MSE915	Assessment of Children and Youth with Special Needs	4	Tutorial Group 1	18	16-Aug-23	Wednesday, 18:00 - 21:00	NIE5-01-TR504	Dr Waschl Nicolette Amanda Reed, nicolette.waschl@nie.edu.sg	MED (SPE) students only, except August 2023 (Part-time) intake.	Graduate students	Cross-listed with MPM912
Master of Education (Special Education)	MSE915	Assessment of Children and Youth with Special Needs	4	Tutorial Group 2	10	16-Aug-23	Wednesday, 18:00 - 21:00	NIE7-01-TR716	Dr Lim Wan Han, Nataly, nataly.lim@nie.edu.sg	MED (SPE) students only, except August 2023 (Part-time) intake.	Graduate students	
Master of Education (Tamil Language)	MED902	Integrative Project	2	Tutorial Group 16	25	17-Aug-23	Thursday, 18:30 - 21:30	NIE3-01-TR321	(Coordinator) Dr Dharmaraj Sundararaj, sundararaj.dharmaraj@nie.edu.sg/ Assoc Prof Seetha Lakshmi, seetha.lakshmi@nie.edu.sg	MED (TL) students	MED (TL) students	
Master of Education (Tamil Language)	MTL901	Tamil Curriculum, Materials including IT: Selection and Evaluation	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:30 - 21:30	NIE3-01-TR320	Assoc Prof Seetha Lakshmi, seetha.lakshmi@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Tamil Language)	MTL906	Assessment for Tamil Language	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:30 - 21:30	NIE3-01-TR321	(Coordinator) Assoc Prof Seetha Lakshmi, seetha.lakshmi@nie.edu.sg/ Dr Raman Vimalan, raman.vimalan@nie.edu.sg/ Dr Subramaniam Nee Tamilaras d/o Ponnusamy Narasinbang, tamilaras.subramaniam@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Exercise and Sport Studies)	MES901	Integrative Project	2	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00 - 20:00	NIE5-01-04 (Seminar Room)	Asst Prof Teo Wei Peng (Zhang Weipeng), weipeng.teo@nie.edu.sg	MSc (ESS) students	MSc (ESS) students	
Master of Science (Exercise and Sport Studies)	MES904	Biomechanics of Sport and Exercise	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Dr Sofyan Bin Sahrom, sofyan.sahrom@nie.edu.sg	PESS graduate students	Graduate students	
Master of Science (Exercise and Sport Studies)	MES907	Managing Sport Organisations in Singapore	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Dr Koh Loon Beng Angela, angela.koh@nie.edu.sg	PESS graduate students	Graduate students	
Master of Science (Exercise and Sport Studies)	MES910	Physical Activity, Nutrition & Health	4	Tutorial Group 1	25	18-Aug-23	Friday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Dr Quah Phaik Ling Elaine, elaine.quah@nie.edu.sg	PESS graduate students	Graduate students	
Master of Science (Life Sciences)	MLS943	Photovoltaic Physics and Solar Cells	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:30 - 21:30	NIE7-01-TR703	Asst Prof Tsao Hoi Nok, hoinok.tsao@nie.edu.sg	MSc (LS) Clean Energy Physics [Aug 2023] intake, PhD (Sci) & MSc students.	Graduate students with pre-requisites. Please write to the course instructor to seek permission.	
Master of Science (Life Sciences)	MLS952	Nanotechnology	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:30 - 21:30	NIE7-01-TR703	Prof Xu Shuyan, shuyan.xu@nie.edu.sg	MSc (LS) Clean Energy Physics [Aug 2023] intake, PhD (Sci) & MSc students.	Graduate students with pre-requisites. Please write to the course instructor to seek permission.	
Master of Science (Life Sciences)	MLS963	Conservation and Management	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:30 - 21:30	NIE7-01-TR702	(Coordinator) Dr Goh Pi Lee, beverly.goh@nie.edu.sg/ Dr Norman Lim T-Lon (Norman Lin Dilun), norman.lim@nie.edu.sg	MSc (LS) Environmental Biology [Jan 2022, Aug 2022, Jan 2023 & Aug 2023] intakes.	Graduate students with pre-requisites. Please write to the course instructor to seek permission.	
Master of Science (Life Sciences)	MLS972	Advances in Ecology	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:30 - 21:30	NIE7-01-TR702	Dr Norman Lim T-Lon (Norman Lin Dilun), norman.lim@nie.edu.sg	Open to MSc (LS) Environmental Biology [Jan 2022, Aug 2022, Jan 2023 & Aug 2023] intakes.	Graduate students with pre-requisites. Please write to the course instructor to seek permission.	
Master of Science (Mathematics for Educators)	MSM901	Fundamentals of Postgraduate Mathematics	3	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE7-01-TR716	(Coordinator) Assoc Prof Tay Eng Guan, engguan.tay@nie.edu.sg/ Assoc Prof Ho Weng Kin (He Yongjian), wengkin.ho@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM904	Analysis	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00-21:00	NIE7-01-TR709	Assoc Prof Ho Weng Kin (He Yongjian), wengkin.ho@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	Scheduled together with MSM921
Master of Science (Mathematics for Educators)	MSM907	Geometry	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00-21:00	NIE7-01-TR718	Assoc Prof Zhao Dongsheng, dongsheng.zhao@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	Scheduled together with MSM924
Master of Science (Mathematics for Educators)	MSM908	Number Theory	4	Tutorial Group 1	25	18-Aug-23	Friday, 18:00-21:00	NIE7-01-TR716	Assoc Prof Toh Pee Choon (Du Pijun), peechoon.toh@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	Scheduled together with MSM931
Master of Science (Mathematics for Educators)	MSM921	Real Analysis	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00-21:00	NIE7-01-TR709	Assoc Prof Ho Weng Kin (He Yongjian), wengkin.ho@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	Scheduled together with MSM904
Master of Science (Mathematics for Educators)	MSM924	Euclidean and non-Euclidean Geometry	4	Tutorial Group 1	25	15-Aug-23	Tuesday, 18:00-21:00	NIE7-01-TR718	Assoc Prof Zhao Dongsheng, dongsheng.zhao@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	Scheduled together with MSM907
Master of Science (Mathematics for Educators)	MSM931	Number Theory	4	Tutorial Group 1	25	18-Aug-23	Friday, 18:00-21:00	NIE7-01-TR716	Assoc Prof Toh Pee Choon (Du Pijun), peechoon.toh@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	Scheduled together with MSM908

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Master of Science (Mathematics for Educators)	MSM970	Mathematical Inquiry	4	Tutorial Group 1	25	19-Aug-23	Individual Arrangements	Individual Arrangements	Assoc Prof Zhao Dongsheng, dongsheng.zhao@nie.edu.sg	Graduate students with CGPA of at least 4.0 are eligible to take MSM970	Graduate students with CGPA of at least 4.0 are eligible to take MSM970	Individual arrangements. Time to be arranged by supervisors.
Master of Science (Science of Learning)	MSL905	Rethinking Assessment from, and for, the Science of Learning	4	Tutorial Group 1	25	17-Aug-23	Thursday, 18:00 - 21:00	NIE2-01-TR207	Assoc Prof Tan Heng Kiat, kelvin.tan@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL906	Education at the Intersection of Artificial Intelligence and Neuroscience	4	Tutorial Group 1	30	15-Aug-23	Tuesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	(Coordinator) Asst Prof Farhan Bin Ali, farhan.ali@nie.edu.sg/ Asst/P Tanmay Sinha	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL907	Translating Educational Neuroscience	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	Venue at SoLEC Classroom (NIE7-01-06)	(Coordinator) Asst/P Tanmay Sinha / Dr Schmied Vasquez Astrid Maria, astrid.schmied@nie.edu.sg/ Dr Wu Chiao-Yi, chiao-yi.wu@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL908	Brain, Behaviour, Cognition	4	Tutorial Group 1	25	16-Aug-23	Wednesday, 18:00 - 21:00	Venue at LKCMed Novena Campus	Prof George Augustine, george.augustine@ntu.edu.sg	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL909	Integrative Project	2	Tutorial Group 1	20	18-Aug-23	Friday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Asst Prof Farhan Bin Ali, farhan.ali@nie.edu.sg/ Assoc Prof Shanti Divaharan, shanti.divaharan@nie.edu.sg	MSL students	Other graduate students to email instructor for approval	18/Aug/23, 29/Sep/23, 27/Oct/23
Master of Teaching	MTC903	Assessment for Learning: Theory and Practice	4	Tutorial Group 1	13	07-Aug-23	Monday, 17:30 - 21:00	NIE2-01-TR206	Dr Tay Hui Yong (Zheng Huirong), huiyong.tay@nie.edu.sg	Core: (a) MTeach Yr 1 students only (b) Other Graduate students (but write to instructor first)	Core: Graduate students but write to instructor first	Part A : 7 Aug (f2f), 14 (asyn group), 21 Aug (f2f) Part B : 28 Aug (f2f), 4 Sept (asyn group), 11 Sep (f2f) Part C : 25 Sept, 2 Oct, 9 Oct (f2f), 16 Oct (asyn group), 30 Oct (f2f) Time : 5.30 - 9.00pm
Master of Teaching	MTC904	Facilitating Learning in the Digital Age	4	Tutorial Group 1	13	16-Aug-23	Wednesday, 17:30 - 21:00	NIE2-01-TR207	Assoc Prof Shanti Divaharan, shanti.divaharan@nie.edu.sg	Core: (a) MTeach Yr 1 students only (b) Other Graduate students (but write to instructor first)	Core: Graduate students but write to instructor first	Part A : 16 & 30 Aug (f2f) Part B : 13 & 27 Sept (f2f) Part C : 11,18,25 Oct & 1 Nov (f2f) Time : 5.30 - 9.00pm
Master of Teaching	MTC907	Integrative Project	2	Tutorial Group 1	9	17-Aug-23	Thursday, 17:30 - 20:30	NIE2-01-TR206	(Coordinator) Dr Tay Hui Yong (Zheng Huirong), huiyong.tay@nie.edu.sg/ Assoc Prof Shanti Divaharan, shanti.divaharan@nie.edu.sg	Core: MTeach Yr 2 students only	Core: MTeach Yr 2 students only	
NIE Doctor in Education	EDEL901	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	3	17-Aug-23	Thursday, 18:00 - 21:00	NIE3-01-TR306	Dr Christine Anita Xavier, christine.xavier@nie.edu.sg	EdD students	EdD students	Scheduled together with MAE903
NIE Doctor in Education	EDEL902	Language and Literature Education	4	Tutorial Group 1	3	14-Aug-23	Monday, 18:00 - 21:00	TR304	(Coordinator) Assoc Prof Lim Fei (Lin Fei), victor.lim@nie.edu.sg/ Asst Prof Tan Xing Long, Ian, ian.tan@nie.edu.sg	EdD students	EdD students	Scheduled together with MEL901
NIE Doctor in Education	EDHS901	Critical Reading and Writing in Humanities Education	4	Tutorial Group 1	5	15-Aug-23	Tuesday, 17:30 - 20:30	NIE3-02-26 (Sustainability Learning Lab)	(Coordinator) Dr Seow Ing Chin Dorothy Tricia (Xiao Yunqin Dorothy Tricia), tricia.seow@nie.edu.sg/ Dr Suhaimi Bin Mohamed Afandi, suhaimi.afandi@nie.edu.sg	EdD students	EdD students	Scheduled together with MAS901
NIE Doctor in Education	EDME901	Theoretical Perspectives and Issues in Mathematics Education Research	4	Tutorial Group 1	5	14-Aug-23	Monday, 18:00-21:00	NIE7-01-TR717	Assoc Prof Lee Ngan Hoe, nganhoe.lee@nie.edu.sg	EdD Maths students	Other EdD Maths students, subject to coordinator's approval	Scheduled together with MME901
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 1	11	16-Aug-23	Wednesday, 18:00 - 21:00	NIE2-01-TR206	Asst Prof Heng Tang Tang (Xing Dandan), tangtang.heng@nie.edu.sg	EdD students	EdD students	
NIE Doctor in Education	NEDD913	Research Methods II	4	Tutorial Group 1	25	14-Aug-23	Monday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	(Coordinator) Assoc Prof Goh Wee Pin, jonathan.goh@nie.edu.sg/ Assoc Prof Shanti Divaharan, shanti.divaharan@nie.edu.sg	EdD students	EdD students	

Course Code	Course Title	Description	Academic Unit
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
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
MAE904	Language Teaching Methodology	In this course, we explore the rationale and principles behind the paradigm shift in language teaching methodologies and evaluate their appropriacy for the local teaching context in Singapore. Participants will learn about the relationship between methodology and syllabus design in planning appropriate programmes for teaching the different language skills	4
MAE905	Language Curriculum: Theory & Practice	This course aims to provide students with a general understanding of the classic and contemporary theories of curriculum development, issues of language curriculum development and its construction. It also aims to equip the students with the ability to critically analyze, design and evaluate a language curriculum. Students will be required to apply theoretical concepts and principles in their design and development of the language curriculum. The course provides a platform for students to engage with the process of curriculum development while considering the school, national and international contexts.	4
MAE909	The Culture and Conventions of Academic Writing	In this course, we explore the linguistic and cultural conventions of academic writing, drawing on examples from postgraduate theses / dissertations, research papers, and published journal articles. Participants will learn about different traditions in the field of academic writing research, read and discuss research on the complex issues surrounding academic literacy, examine the socially-situated nature of academic discourse conventions, and be guided to critically analyse genuine academic texts to observe the discourse practices valued by the academic discourse community, for example, in terms of reviewing literature, organising arguments, supporting claims, citing sources, and projecting a credible authorial persona. In essence, the course provides a sound theoretical introduction to the field of academic writing research, offers insights into the kinds of writing that are valued at postgraduate level, and constructs a space in which participants can unpack, problematise, and question academic conventions.	4
MAE915	Language Testing and Assessment	This course introduces participants to the most important principles and best practices of language assessment. Through this course, participants will also examine selected research papers on language assessment as well as consider the social and ethical implications of language assessment. A wide range of topics will be explored, and these include qualities of test usefulness, stages of test development, and various assessment modes for different language skills and purposes. Participants will be exposed to alternative assessments, in addition to assessments of reading, writing, speaking, and listening. Most importantly, they will have the opportunity to apply various principles, concepts, procedures, strategies, and techniques by designing, pilot-testing, and evaluating a test instrument. They will also be expected to review and critically evaluate an existing assessment instrument with a view of improving it to achieve its intended purposes most effectively.	4

Course Code	Course Title	Description	Academic Unit
MAE922	Sociophonetics: Studies of Speech in Society	Sociophonetic studies sit at the interface of sociolinguistics and phonetics. The course thus seeks to combine the skill-based nature of phonetic research with the applicative approach of sociolinguistic studies. Through the acoustic analysis of speech, there will be opportunities for considering inter- and intra-speaker phonetic variation and change, how these share a bilateral relationship with social and contextual factors, and, more widely, how these relate to discussions of concepts and issues surrounding speech production and perception. Students will benefit from both the developing of technical skills in phonetic research and the application of phonetic findings to the way language exists and varies in society. Upon completion of this course, students should be able to: critically evaluate and discuss how examining speech patterns contributes to the understanding of how language varies and changes in society, examine socially constructed variation and change using theories and techniques from experimental phonetics, understand the relationship between social and contextual factors and variability in speech production and perception, synthesize relevant literature and design a sociophonetics research project.	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
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
MAP819	Psychological Disorders Across the Life Span	This course provides students with the foundational knowledge of the etiology, assessment and evidence-based treatments for psychological disorders that they are likely to encounter in clinical practice. In the first 10 weeks of the course, all students will be introduced to clinical assessment practices and psychological disorders that psychologists are likely to encounter in many clinical populations. In the final 3 weeks of the course, students will be introduced to psychological disorders that are specific to their specialization, i.e. counselling psychology or educational psychology tracks.	3
MCP809	Theories and Techniques of Counselling	This course aims to introduce fundamental theories and techniques of counselling to traineecounsellors and/or counselling psychologists. It explores the role of the counsellor, the nature ofthe counsellingrelationship, and different approaches to counselling. By the end of the course,you should understand the nature of the counselling process (including ethical standards andprofessional issues), keytheoretical approaches to counselling and related techniques,demonstrate basic case conceptualization skills, and begin to identify your personal guiding theoryand/or approach to counselling. The course willequip you with the foundational knowledge andskills necessary to be an effective counsellor and/or counselling psychologist and lay thegroundwork for other advanced counselling courses.	3
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

Course Code	Course Title	Description	Academic Unit
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
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
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
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
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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

Course Code	Course Title	Description	Academic Unit
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
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
MCT914	Globalization & Curriculum Reform	Education systems around the world are in a continuous state of reform and change. The catalyst for curricular changes emanate from multiple and layered sources such as local socio-political tensions and global economic imperatives. International comparisons of student performance between countries and their education systems conducted by international organizations (e.g., IEA and OECD) have motivated countries to reconsider their own forms of educational and curriculum policy against those which do differently or better. Countries undertake curriculum reform to equip students with understanding, values, skills and dispositions needed for participating in an increasingly competitive economic environment. Governments attempt to gain greater control over education in order to enhance the quality of educational outcomes, equity of schooling, manage demographic diversity, and develop the ideal citizenry. In many countries, policymakers actively engage in policy borrowing. It is necessary that educators understand how systems and curricular of different countries are currently structured and how the integration of economies, industries, markets, cultures and policy-making and policy-borrowings around the world are converging and diverging curricular around the world. It will help them appreciate the thinking behind curricular reforms, the sustainability and integrity of reforms, its capacity to effect change, malleability of a system and the various institutional processes that countries put in place to effect change. Students in this course will benefit from understanding histories and practices of educational systems and curricular reforms in a sample of countries, and gain insights from internal relations of a countrys education system in a systemic change process.	4

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MEM902	Assessment Quality and Standards	The course introduces the standards of quality assessment and how to achieve these standards in practice. The concept of quality assessment is analyzed from a process perspective. The course integrates measurement theories and research findings on classroom assessment to discuss the standards of quality assessment. The summative and formative purposes of assessment are distinguished and how to achieve both purposes is discussed. The module is particularly helpful for those who are often involved in assessment practice. Participants will learn the standards of quality assessment, how to evaluate assessment practices, and how to apply various strategies to improve assessment quality in practice.	4
MEM903	Supervisory Leadership and Curriculum Design	The field of curriculum design and supervision is dynamic and ever-changing. For practitioners especially, it represents a challenging and creative endeavor. There are issues in supervisory leadership and curriculum design which when placed in the context of design, delivery and evaluation are contradictory, confusing, and paradoxical. Further, the discrepancies between the planned curriculum, the enacted curriculum and the experienced curriculum often create misunderstandings about the nature of the educational enterprise. This module will engage you in a personal dialogue in which you will continuously weigh alternative approaches to curriculum design and supervision and the ongoing issues that these alternatives involve. The purpose of this module is therefore to provide you, the educational leader, with an opportunity to successfully interface curriculum, supervision theory and practice in educational institutions.	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
MEM916	Teachers as Leaders for Learning	Schools are continually compelled to build capacity in order to cope with increasing demands from key stakeholders such as policymakers, parents and its communities all of which require schools to innovate curricula that bring about a broadened set of learning outcomes in students. Besides investing in teacher quality through appropriate professional development framework and processes so as to significantly impact classroom teaching practices, building quality leadership is equally essential. It has been argued that leadership is second only to teaching in terms of within school factors impacting student learning outcomes. However, besides raising the quality of leaders traditionally at the senior or middle leadership levels, leadership to support teaching and learning must now extend to teacher leaders. The distribution of instructional or/and curriculum leadership practices would only lead to the development of leaders beyond senior and middle leadership levels. Hence, the need to develop teacher leaders who are equally concern to improve teaching and learning. As leaders for learning, teacher teachers work in a range of roles beyond the confines of their classrooms. The focus in this course will be leadership for learning within professional learning communities (PLCs), which includes collaborating with teachers within and beyond schools.	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
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
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

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MID923	Perspectives on Adult Learning	This course will investigate the important and unique characteristics of adults as learners, as compared with school-age learners. Additionally, this course will explore the various cognitive frameworks which describe adult learning, a range of effective instructional strategies, and how assessment can be adapted for adult learners. This course will support a variety of training environments in the corporate and business world, including both traditional and e-learning delivery systems.	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
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
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
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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

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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
MTCL904	Teaching of Listening & Speaking Skills in TCIL	Listening and speaking are two important skills required in any language learning. They are complex skills that need to be developed consciously. In any interaction, comprehending the language used is necessary for effective communication. Hence, as instructors for TCIL, it is important to acquire the various communicative language teaching pedagogical approaches in order to teach effective communication skills. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language listening and speaking content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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MTCL905	Teaching of Reading And Writing Skills In TCIL	Reading and writing are two important literacy skills one requires to function effectively in everyday life. These two skills are interconnected and can be developed together. With global economies and emerging new technologies, new literacies are already becoming part of the educational landscape. Hence, as instructors for TCIL, it is important to understand the various teaching pedagogical approaches to engage learners of this new age. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language reading and writing content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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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

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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
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MTCL909	Global Chinese and Contemporary China	The rapid rise of China as a global economy has driven an increase to the educational and pragmatic value of learning Chinese language globally. Understanding the history and development of Chinas rise and economic globalization is essential to TCIL instructors as they thread beyond the grounds of China in TCIL to non-native 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
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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
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

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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
MAS901	Issues and Research in Humanities Education	This course provides an introduction to issues and research in humanities education using the core themes of the programme - in globalization, citizenship, sustainability and heritage. You will be introduced to key issues in humanities education through an engagement with the academic literature. As the core module in a HD programme, you will also learn about research epistemologies and methodologies relevant to humanities education and learn how to write a research proposal relevant to the area of study.	4
MAS912	Heritage, History and Culture	This course aims to intellectually equip you with the methods and practices that would enable you to make your own assessments about various aspects of (in)tangible heritage. This course intends to engage students in making practical assessments of the tangible built heritage and the intangible heritage of cultural practices and traditions. In the course, students examine the heritage value of historical sites and landmarks as well as cultural traditions. Students do a major case study of a place or a cultural practice that they consider to be of heritage value. The significance and meaning of what constitute heritage is covered. Students consider why some historical sites and cultural traditions and not others are regarded as essential for school field trips and tourism. The question of how the public perceives the past as it is presented in museums is also analysed.	4
MAS919	GIS and Geospatial Learning in Sustainability	Sustainability has become a key theme in higher education globally. It is also by now a core component of the revised MAHE programme. The spatial thinking tools and applications that you will learn in GIS will help you to better comprehend sustainability issues as well as devise solutions for such problems. This course will enable you to apply GIS vis-a-vis cross-disciplinary perspectives in the Humanities with respect to the Southeast Asian context.	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
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

Course Code	Course Title	Description	Academic Unit
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
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
MTD911	Facilitating Adult Learning	This course explores issues related to the process of learning in adulthood. Students will learn about the theories and concepts related to adult learning. This course is ideal for those who are currently working or planning to work in an adult teaching or training capacity in an organization/educational institution. Instructional designers and trainers who needs to design, develop, or implement training programmes to adult learners will find the course useful.	4
MTD913	Teaching and Learning in Higher Education	The Teaching and Learning in Higher Education (TLHE) course aims to provide a structured environment for early career faculty, within which they can develop their practical skills and understanding of teaching in higher education. This course begins by exploring learning theories, course design, evidence-based teaching approaches, assessment, and communication with students within the context of their own teaching. Then, learners are provided with opportunities to sharpen their understanding by putting theory into practice. Through this course, they will have opportunities to develop their confidence in the teaching practice through reflection and participation in a community of practice, and as a result, develop a critical mindset that will continue to challenge the way they teach. Content Topics: Teaching in specific higher education contexts, e.g. NTU, Poly, etc. Learning theories Teaching in your discipline Course design Constructive alignment Assessment Designing learning activities Planning a lesson Facilitating Learning Evaluating your teaching Increasing your impact in teaching Showcasing your teaching Blended learning	4
MEA901	Research and Issues in Art Education	This course examines the history of the discipline and explores various methodologies, critical theory, and resource material for art educational research. This involves techniques of scholarly and critical writing and evaluation of bibliographic sources. The intention is to assist candidates locate their own approaches to art education within the context of ideas and to understand the orientation and significance of contemporary art education theory and practice.	4

Course Code	Course Title	Description	Academic Unit
MEA903	Arts Education and Technology	In todays connected world, teaching and learning in the Arts classroom has changed. Through both theoretical, practical and research informed work, participants will consider the different ways technology has shaped the classroom practices in the arts today. Participants will also learn to integrate theories, technologies, learning designs and assessment modes to achieve the intended outcomes for students. This course would appeal to graduate students interested in the arts, education and technology who want to further their knowledge and skills in these areas whilst potentially widening their future career opportunities.	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
MCL904	Chinese Literature and Culture and Its teaching	As a Chinese literature teacher in a secondary school or junior college, this course is helpful in enhancing understanding the developments in Chinese literature and culture and allowing teachers to hone their teaching pedagogies. This course will examine the historical regularity and characteristics of Chinese literature and culture, and related pedagogical theory and practice based on the development of Chinese literature and culture.	4
MCL905	Character and Citizenship Education and its Pedagogy in Singapore Primary Schools	Character and Citizenship Education is taught by Mother-Tongue Language teachers in primary schools. Teachers have been equipped with the relevant content knowledge and pedagogies during their pre-service training. The Masters course covers a wider scope and greater depth in the development of Character and Citizenship Education curriculum, and provides continuing professional development for experienced teachers who wish to specialize in this area.	4
MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	Immersing Information and Communication Technologies (ICT) into Chinese Language classroom is not just about employing digital learning materials or references to aid traditional teaching. More in-depth professional development is required to improve teachers design capacity in engendering different forms of teaching enabled or enhanced by ICT, especially communicative approaches, socio-constructivist learning, and extending language learning beyond the classroom. Moreover, in the context of globalisation in the 21st century, the usage of languages in our daily lives and work environments differs from the past centuries. It is crucial to nurture the students new literacies in utilising Chinese Language for effective communication in the cyberspace, particularly in the new media environments. We need to have a closer link to the 21st century teaching and learning with ICT, providing the natural context for the development of the new literacies.	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
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

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MCT902	Crafting the Curriculum	The process of analysis will reveal that curricula are by necessity always incomplete and imperfecteverything 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 needsThis course is an introduction to curriculum development. The underlying framework for the course is that curriculum building is a 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?

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| 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
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
MCT914	Globalization & Curriculum Reform	Education systems around the world are in a continuous state of reform and change. The catalyst for curricular changes emanate from multiple and layered sources such as local socio-political tensions and global economic imperatives. International comparisons of student performance between countries and their education systems conducted by international organizations (e.g., IEA and OECD) have motivated countries to reconsider their own forms of educational and curriculum policy against those which do differently or better. Countries undertake curriculum reform to equip students with understanding, values, skills and dispositions needed for participating in an increasingly competitive economic environment. Governments attempt to gain greater control over education in order to enhance the quality of educational outcomes, equity of schooling, manage demographic diversity, and develop the ideal citizenry. In many countries, policymakers actively engage in policy borrowing. It is necessary that educators understand how systems and curricular of different countries are currently structured and how the integration of economies, industries, markets, cultures and policy-making and policy-borrowings around the world are converging and diverging curricular around the world. It will help them appreciate the thinking behind curricular reforms, the sustainability and integrity of reforms, its capacity to effect change, malleability of a system and the various institutional processes that countries put in place to effect change. Students in this course will benefit from understanding histories and practices of educational systems and curricular reforms in a sample of countries, and gain insights from internal relations of a countrys education system in a systemic change process.	4
MCT921	Theory and Practice of Authentic Assessment	This course aims to provide participants with a sound grasp of the theoretical underpinnings of authentic assessments as well as practical skills needed for designing authentic assessments. More specifically, it aims to provide participants with 1) conceptual clarity on authenticity 2) principles for designing quality authentic assessments; 3) a critical perspective of the role of authentic assessment within Singapores educational system. The course will be conducted through discussions, group presentations, online forums, and hands-on activities. Participants are expected to critically appraise literature on authentic assessments and to develop an authentic assessment that will enhance the learning of their students.	4

Course Code	Course Title	Description	Academic Unit
MCT933	Affirming Diversity and Culture in Teaching and Learning	Singapores societal fabric has seen great changes within the past decade as the waves of globalization lap against our shores. In terms of demography, there has been evidence of increasing diversity over the past decade with rising non-resident population, trans-national marriages, and divorce rates. At the same time, home language patterns are also shifting. These demographic and social changes are consequently reflected within our school population. Over the past 10 years, the Ministry of Education has been acknowledging that students are coming from increasingly diverse backgrounds and emphasising the need to take into account student diversity in teaching and learning practices. Addressing student diversity is pertinent for several reasons. Firstly, it helps to narrow gaps in student achievement that may arise on the basis of student differences. Secondly, it can promote intergroup understanding that is critical to becoming engaged citizens in a democratic society. Thirdly, it enhances student psychological and emotional belonging as their identities are acknowledged and accepted. This course aims to help participants understand the different ways in which their learners are diverse, on top of learners different ways of cultural being. It engages participants in deep exploration of the complex meaning of culture and the influence of sociocultural theories on learning and teaching. Through critical reading of literature and reflection, participants are encouraged to explore reasons for how and why learner diversity and culture are acknowledged, ignored, or contested. In turn, the course compels participants to consider the implications of diversity and culture on teaching and learning as well as propose ways of incorporating learner resources into their teaching. Yet, prior to recognizing and engaging in work around learner diversity, participants will first be expected to confront their own assumptions, bias, and stereotypes so that paradigmatic shifts around groups and learners can happen. Through critical reflection and reading of social psychology theories, participants will gain understanding of group identity formation and inter-group behaviour as well as explore ways of mitigating the negative effects of inter-group behaviours.	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
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
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
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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
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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
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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
MDP912	Gestures in learning and development: theory, research, practice	In recent decades, there has been a growing interest in the role of hand gestures (e.g., pointing, creating a shape with the hands) in learning and development. This course examines the research on hand gestures across a variety of educational contexts for children and adolescents, looking at when a teachers gestures can affect learning and what students gestures are telling us. This course introduces methods of classifying gestures and provides a broad overview of how gestures can help learning. This course will help you to make sense of students gestures from an intentional, theory-based perspective and provide you with knowledge on evidence-based practices. The course is for all students who are interested in non-verbal communication, body language and learning.	4

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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
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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
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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
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Course Code	Course Title	Description	Academic Unit
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
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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
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

Course Code	Course Title	Description	Academic Unit
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
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MPM902	Design of Assessment Systems	Designing an assessment system that is aligned with the curricular or programme goals is essential for the MEd (Educational Assessment) graduate. A comprehensive assessment system comprises both formative and summative aspects and this course introduces participants to the general principles of assessment system design. Participants also examine the relation between assessment and learning, and explore current relevant issues pertaining to assessment.	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
MPM904	Attitude Measurement and Personality 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) graduate.	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
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Course Code	Course Title	Description	Academic Unit
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.	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
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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

Course Code	Course Title	Description	Academic Unit
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
MEL917	Teaching Grammar and Writing	This course introduces participants to contemporary approaches to teaching writing and contextualised functional models for teaching grammar. Participants will also develop principles and procedures for evaluating current practices in the teaching of grammar and writing.	4
MEL918	Reading in a Multimodal Age	This course aims to introduce participants to various theories in the teaching of reading from early to adolescent literacy. Students will explore skills-based instruction and constructivist approaches, cognitive and sociocultural theories of reading, and discuss the implications of these ways of thinking for their classroom teaching and assessment. Furthermore, students will explore what it means to read in a multimodal age, and examine the reading and viewing of visual and other multimodal texts.	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
MEL922	Teaching Shakespeare	This is a graduate course on acquiring knowledge and understanding of as well as how to teach the works attributed to the poet and dramatist William Shakespeare and a number of his contemporaries. Students will be introduced to a representative but also canon challenging range of Shakespeare texts complemented by a range of scholarly and pedagogical texts with the goals of making teachers more informed, better readers and teachers of Shakespeare texts. Each week each Shakespeare text will be taught through the lens of a particular literary theory. Upon completion of this course, students should be able to choose appropriate texts to teach their students, as well as choosing and planning appropriate strategies for introducing local students of any level to Shakespeare. Teaching involves teacher guided but active student lead seminars, each week by a different student, culminating in a symposium concerning new ideas for teaching Shakespeare in new and inspiring ways in the local context. Students will have a range of opportunities to think critically, share and debate ideas, and pedagogical strategies, through class discussion, group work, pair work and online activities.	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
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

Course Code	Course Title	Description	Academic Unit
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
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
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
MML905	School-Based Curriculum Design for Malay Language Teaching	In the Malay Language Curriculum Pedagogy Review Committee Report (MLCPRC) 2005, among its recommendations were the need to have ML teachers identifying and nurturing their students to become the best that they can be in the learning of the language. The concept of Differentiated Instructions was also introduced to enhance and engage student learning. In 2010, the Mother Tongue Languages Review Committee submitted their recommendation indicating the need to make the teaching and learning of Mother Tongue Language more purposeful and dynamic to the needs of students and the changing demographic background of learners. Bearing these two policy reports in mind, and the Curriculum 2015 (C2015) in detailing broad-based and holistic curriculum as well as calling for finer customization of learning, there is a need for a course on school-based curriculum design (SBCD) for the teaching of ML. Also, the relevance of SBCD in Malay Language by taking into account the latest educational theories, approaches and challenges will also be examined. This course will help participants understand the concept of SBCD and how it can be implemented in the context of ML teaching and learning in Singapore schools. Participants will also be required to plan and analyze the effectiveness of an SBCD programme.	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

Course Code	Course Title	Description	Academic Unit
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
MME905	Assessment in Mathematics	This is a specialisation elective course for the MEd (Mathematics) programme. The course supports the objective of providing participants with the knowledge and skills related to the specific area of assessment in mathematics education. It mainly contributes to the following programme objectives particularly in the area of assessment in mathematics classrooms: 1. Develop participants knowledge in theories related to assessment in mathematics; 2. Develop participants knowledge and skills in identifying, analysing and remediating students misconceptions and errors in mathematics; 3. Develop participants knowledge of the issues, trends and emerging developments of assessment in mathematics education; and 4. Develop participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom.	4
MME915	Geometry and the Teaching of Geometry	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of geometry 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 geometry in support of another programme objective of providing participants with knowledge related to specific ideas in mathematics education.	4
MME923	Psychology of Learning Mathematics at the Primary Level	This is a specialisation elective course for the MEd (Mathematics) programme. The course contributes to the following programme objectives particularly in relation to the psychology of learning mathematics at the primary level: (1) develop the participants competencies in conducting educational research; (2) provide participants with the knowledge and skills related to specific ideas in mathematics education.	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
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

Course Code	Course Title	Description	Academic Unit
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
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
MSC906	Representations & New Media in Science Education	Learning science involves students making sense of and generating multiple modes of representations (e.g., written text, images and mathematical symbols) that characterise science. Classroom teachers also make use multiple media and forms of representations to present the subject matter and shape their students conceptual understanding. This course will offer participants an overview of the theories and analytical tools so that participants are able to examine representations and media that are used in research and in classroom practice. In addition, participants will apply the theories learned to analyse representational artifacts commonly used in the teaching of science (e.g., diagram, textbook), including the use of new media such as simulation and video to determine their efficacy in supporting student learning.	4
MSC908	STEM Education History, Policies, and Research Trends	This course provides an overview of the history of STEM education, including the emergence of STEM and STEM education in the US and its development in other regions, such as Europe and Asia. STEM education policies in selected countries, including Singapore, will be examined and discussed. Empirical studies will be analyzed and discussed to highlight trends in STEM education research. Differences in interpretation of STEM education will be highlighted in light of the STEM education policies and research discussed.	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
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Course Code	Course Title	Description	Academic Unit
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
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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
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MSE914	Evidence-based Practices in Special Education	This course provides an in-depthview of evidence-based practices in the field ofspecial education.Participants will review theevidence-based practices acrossvarious domains (e.g., academic, behavioural, social emotional) in special education. Participants will also be introduced to the single-case research designs that are commonly used to evaluate the effectiveness ofinterventionswithindividuals with disabilities.Participants will be equipped to understand journal articles thatexamined intervention effectiveness in special education, and learn totranslate this knowledge to impact their support of individuals withdisabilities.	4

Course Code	Course Title	Description	Academic Unit
MSE915	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.	4
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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
MTL901	Tamil Curriculum, Materials including IT: Selection and Evaluation	This module will focus on Curriculum Creation, Development with the evidence of educational and psychological theories in Learning and Literacy development. The course will include current methods of Selection of goals of a Tamil Language Curriculum, related materials; evaluation of IT related materials and assessment. This module also includes evidence based research studies, Teaching and Learning theories, learning strategies and development of Language Skills based on Holistic Second Language Curriculum for Singapore.	4
MTL906	Assessment for Tamil Language	This module aims to widen students knowledge on Assessment theories and concepts. In specific, the module will focus on Holistic, Formative and Summative Assessment, its impact. This module will also elaborate on the place of Second Language Assessment in Tamil Language Education in Singapore. The aspects of effective assessment will also be covered in the module. This module will look into the assessment of the various language skills and the emphasis of these skills in teaching and learning. The module will also include the assessment theories introduced newly and the rationales of these suggestions. Uniformity in assessment is also a key concept that will be covered in the module.	4
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
MES904	Biomechanics of Sport and Exercise	This course will equip students with an advanced level understanding of biomechanics. Topics covered include: kinematics, kinetics, biomechanical instrumentation, data acquisition, data processing and interpretation, and research approaches in biomechanics. Students will perform laboratory work using state-of-the-art equipment, alongside lectures and tutorials. Students will also get an opportunity 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
MES907	Managing Sport Organisations in Singapore	This module examines fundamental organisational theories in sport organisations. The topics include organisational structure and design, problem solving/decision making, power/conflict and organisational culture. At the end of the module, graduate students will develop a broad understanding of management issues in sport organisations. Graduate students will be involved in assignments that provide an opportunity to examine the latest research in organisational behaviour. In addition, they will be given projects that are both practical and applied including case studies.	4
MES910	Physical Activity, Nutrition & Health	This course will equip students with an understanding of the role of physical activity and nutrition in preventing chronic non-communicable lifestyle diseases. Issues related to measurement are covered before examining the evidence that physical activity and good nutrition can be used to prevent and treat a range of chronic lifestyle diseases. Physical activity prescription and nutritional recommendations for the prevention of each disease will be examined. The course will use a range of methods to explore the evidence including lectures, laboratory work, tutorials, online learning, group work and presentations.	4
MLS943	Photovoltaic Physics and Solar Cells	Today the traditional energy sources based on fossil fuels are depleting at an ever fast rate and will be exhausted in the next centuries. Photovoltaic solar energy becomes one of the most feasible alternative energy sources that will provides energy demand for mankind in the future. This course deals with the issues of an alternative sustainable energy source that relies on the direct conversion of sunlight into electrical energy in solar cells based on the photovoltaic effect.	4
MLS952	Nanotechnology	This is an elective course that is designed for students to understand the physics, technology and applications of nanoscaled materials and devices. These include quantum confinements in 0, 1, 2 and 3 D systems, assembly and characterization of nanostructures, nanofabrication and application of various functional devices.	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
MLS972	Advances in Ecology	Besides introducing the various concepts in ecology, the course focuses on the complexity and interplay of ecology at the different levels of biological organisation (e.g., individual <-> populations <-> communities). In todays highly altered environments, knowledge about ecology has immense value in real-world applications to ensure a sustainable Earth for future generations. Singaporean issues are central, but are set in a global context. For example, the construction of the EcoLink@BKE in Singapore is an attempt to address habitat fragmentation, an issue also faced by many developing countries due to deforestation and habitat degradation. Topics include population growth models, competition, niche partitioning, trophic interactions, succession, and island biogeography.	4

Course Code	Course Title	Description	Academic Unit
MSM901	Fundamentals of Postgraduate Mathematics	This course aims to bring you up to speed with regard to the fundamentals of postgraduatemathematics. It involves process skills such as reading mathematics texts and writing mathematicsreports, mathematical problem solving, and computational thinking via coding. It is anchored inadvanced mathematics content that will allow you, as Felix Klein proposed, to view school mathematics from a higher standpoint. Content includes proof techniques, set theory and logic, and various aspects ofinfinity. This course is intended for educators, especially secondary and post-secondary school teachers,to help them to have an in-depth conceptual understanding of some topics in school mathematics such as number systems, calculus, and computational thinking from an advanced perspective of mathematicaltheory building and processes. This course will also lay a foundation for students in the Master of Science(Mathematics for Educators) programme.	3
MSM904	Analysis	This course in real analysis aims to introduce you to the order-theoretic, algebraic and geometricalstructures of the real line, and the relationships between them. In particular, you will be introduced tothe concepts of sequences and convergence first, for real number sequences, and next, for sequences ofreal-valued functions. This course is intended for educators, especially secondary and post-secondary school teachers, to help them gain an in-depth understanding of some topics in school mathematics suchas limits of sequences, continuous functions such as polynomials, exponential function, trigonometricfunctions, the link between differential and integral calculi, through the lens of real analysis. This course will provide the foundation for students who reads analysis at the postgraduate level.	4
MSM907	Geometry	Geometry is one of the foundational topics in mathematics. This course presents a complete axiomaticsystem for Euclidean geometry and related geometry topics. By completing this course, you will gain aclear picture of the whole hierarchical structure of geometry. You will learn the rigorous definitions ofthe fundamental geometry concepts, such as angles, triangles, rays, congruent/similar triangles. You willalso learn the formal proofs of the fundamental results in geometry, such as the equivalence of variousdifferent triangle congruency (similarity) tests, Angle Sum Theorem and Exterior Angle Theorem as wellas the Midpoint theorem. The course will also cover some advanced topics in geometry such as the non-Euclidean geometries, projective geometry or differential geometry. These advanced topics will widenand deepen students knowledge in geometry and help those who want to pursue higher degree study.	4
MSM908	Number Theory	This course in number theory aims to introduce you to fundamental concepts in elementary numbertheory, including divisibility and primes, unique factorization, congruences and quadratic reciprocity. Thiscourse is intended for educators, especially secondary and post-secondary school teachers, to help themdevelop in-depth conceptual understanding of some topics in school mathematics such as numbersystems, greatest common divisor, and the Fundamental Theorem of Arithmetic. Real world applicationsof number theory will also be discussed. Examples include the use of check digits for error detection inour National Registration Identity Card (NRIC) numbers and the RSA encryption system for secure onlinetransactions. This course will also lay a foundation for students who plan to learn more advancedmathematics in areas related to algebra and number theory.	4

Course Code	Course Title	Description	Academic Unit
MSM921	Real Analysis	The rationale of this real analysis course is solely for deepening the understanding of the concepts of continuity and integrability of functions and their connections via measure theory. Extending from a typical foundational course on Calculus calls for an in-depth study of the property of continuity of functions in relation to the sets inhabiting in the real-line. The technicalities of continuity, uniform continuity, Lipchitz continuity all center around the Euclidean topology on the real line, i.e., roughly speaking, the structure of the open intervals of the real line. More precisely, a function is continuous if the inverse image of an Euclidean open is still Euclidean open. Another important area of in-depth study is that of the Riemann integral. The technicalities of this Riemann integrability center around the concept of measure. Like in the case of the Euclidean topology on the real line, the salient subsets in measure theory are exactly the measurable sets. The parallel notion of continuous functions in measure theory is that of measurable functions, i.e., a function is measurable if the inverse image of a measurable set is still measurable. This course aims to give an in-depth treatment of functions, touching on the basic Euclidean topology of the real line, its connection with the concept of continuity, uniform continuity, and different variants of continuity. It also introduces measure theory is a fundamental study of the aspects of integration of real-valued functions. The most basic concept of integrability, i.e., Riemann integrability, will be studied thoroughly, and its connection with sets of measure zero will be made explicit. Parallel to the concept of continuous functions is that of measurable functions. The course brings the students deeper to the core of integration theory via the measure-theoretic approach. The ultimate learning objective will be that the student is able to look at calculus concepts learnt and taught in schools at a higher vantage point.	4
MSM924	Euclidean and non-Euclidean Geometry	Geometry is one of the most fundamental and important topics in mathematics. The modern Euclidean geometry was built as an axiomatic system. Most learners of geometry do not have the opportunity to learn geometry from the axiomatic approach and as a result, they do not have a clear view of the hierarchical structure of geometry. Because of this, they do not know the correct definitions of many of the basic geometric concepts (they may take an equivalent condition as the definition) and are not clear which results/theorems are dependent on which other results/theorems which sometimes lead to circular reasoning. This course will present a complete rigorous axiomatic system of Euclidean plane geometry and present the rigorous definitions of all the fundamental geometric concepts. The proofs of the fundamental theorems, equivalence of triangle congruency/similarity tests will be given. Non-Euclidean geometries will also be briefly introduced. This course presents a complete axiomatic system for Euclidean geometry. By taking this course, students will gain a clear picture of the whole hierarchical structure of geometry. They will learn the rigorous definitions of the fundamental geometry concepts, such as angles, triangles, rays, congruent/similar triangles. They will also learn the formal proofs of the fundamental results in geometry, such as the equivalence of various different triangle congruency (similarity) tests, Angle Sum Theorem and Exterior Angle Theorem as well as the Midpoint theorem. The course will also cover briefly the non-Euclidean geometries so that students can see the major difference among the different types of geometries	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
MSL905	Rethinking Assessment from, and for, the Science of Learning	The Science of Learning (SoL) frontier draws upon a science- based understanding of the effectiveness of education methods as well as develop new teaching and learning strategies that can lead to actionable and scalable interventions for enhanced learning outcomes. But what constitutes a learning outcome, and what purposes the learning is fit for are contested and complex questions that depend on how and why such learning is assessed in the first place. Furthermore, SoL discourse assumes a paradigm and theory of learning that may be in tension with scientific notions of assessment theory. Hence, it cannot be assumed that the requisite learning outcomes from a SoL approach is compatible, let alone synergistic, with assessment practices and paradigms. It is therefore imperative to understand how assessment theories and practice posit the epistemology of learning outcomes, and how assessment theories may help or hinder the SoL agenda. In turn, advances in SoL research is an invaluable opportunity for the scientific perspectives of assessment theories to be revisited.	4

Course Code	Course Title	Description	Academic Unit
MSL906	Education at the Intersection of Artificial Intelligence and Neuroscience	The human brain is the best example of intelligence known, with unsurpassed ability for complex, real-time interaction with a dynamic world. At the same time, developments in AI are yielding benefits for neuroscientific research. Patterns identified from neural networks can illuminate computations enacted by the biological brain, functioning both as a model for developing and testing ideas about how the brain performs computations. Conversely, brain-activity recordings can be fed to an artificial neural network and tasked with learning how to reproduce the data, functioning as a tool for processing complex data sets that the Science of Learning research field is generating. This course will explore cycles of mutual reinforcement between neuroscientific data and artificial neural networks to obtain further insights into how computation works in the brain, and how machines that can take on more human-like intelligence to advance understanding for how a learner develops. Specifically, the course will focus on unexplored spaces at the intersections of neural AI, symbolic AI, brain science and cognitive science. Takeaways include implications for education and how cutting edge teaching and learning methodologies harnessed from AI and SoL fields may be developed.	4
MSL907	Translating Educational Neuroscience	Efficacious translation from science of learning research to the education practice and policy making continues to have challenges. Educational professionals need to have up to date knowledge of the ethics, feasibility, and challenges of translation to make informed decisions for their students.	4
MSL908	Brain, Behaviour, Cognition	Rapid changes in the milieu of 21st century learning culture andenvironments foregrounds the criticality to be cognizant of the multidimensionalaspects of human cognition. This course entails an indepthunderstanding of the nature of human learning focusing onneurobiological tenets. Having a grasp of the interfacing dimensionsbetween brain, behavior and cognition can provide insights and a deep understanding of how learning occurs, particularly in thecurrent milieu. This course will provide the biological foundation forstudents pursuing the Science of Learning program with its nichefocus on neuroscientific bases of learning.	4
MSL909	Integrative Project	This research-based course consolidates students overall learning from the programme. It requires students to identify a Science of Learning education related 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
MTC903	Assessment for Learning: Theory and Practice	Assessment for Learning (AfL) is referred to ubiquitously in Singaporean classrooms, but its meanings, implications and applications in schools and wider workplace learning contexts are less clear. This course first examines the discourse of AfL and formative assessment, against its varied and different theoretical constructions from Anglophone countries (e.g. USA and UK), before examining regional case studies from more recent times. This course also aims to equip participants with an understanding of the effects of assessment design and practice on participants learning in a curriculum, and how choice of assessment methods, assessment task design, classroom formative assessment and feedback practice may be situated for reiterative (constructive) alignment of assessment, curriculum and pedagogy. Participants will learn and apply assessment for learning pedagogies to revise/develop an assessment design in a complete unit lesson plan in ways that ultimately enhance their students construction of learning.	4
MTC904	Facilitating Learning in the Digital Age	With the advent of the digital age, the profile of the learners in the education system has changed dramatically. It is, therefore, imperative that educators evaluate their instructional strategies for designing learning and adapt existing practices to better meet the learning needs and preferences of the digital generation. This is to empower them to handle the complex challenges of a highly globalised and digitised world. Rethinking pedagogy for the 21st century is as crucial as identifying the new competencies that todays learners need to develop in this digital age. This course explores the pedagogies, learning environments, theories, perspectives and considerations on the use of various digital media technologies to develop 21st century competencies and skills in the learners.	4
MTC907	Integrative Project	The Integrative Project is a capstone course which provides the learning opportunity for participants to tie together and culminate what they have learned in the courses offered in the programme into proposal report that addresses a specific problem or issue in education through the process of rigorous inquiry.	2

Course Code	Course Title	Description	Academic Unit
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
EDEL902	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
EDHS901	Critical Reading and Writing in Humanities Education	This course provides an introduction to issues and research in humanities education using the core themes of the programme - in globalization, citizenship, sustainability and heritage. You will be introduced to key issues in humanities education through a critical engagement with the academic literature. You will also learn about research epistemologies and methodologies relevant to humanities education and write a literature review relevant to the area of study.	4
EDME901	Theoretical Perspectives and Issues in Mathematics Education Research	In this course, there is potential depth for EdD students to explore and examine theoretical perspectives and issues in mathematics education research specifically through the assignment they will embark on during the course. The course aims to introduce participants to theoretical perspectives and issues in mathematics education research that focus on three main areas namely mathematical content, the mathematics learner and the mathematics teacher. Both international and local contexts and studies will form the bedrock of the deliberations during the course. The key objectives of the course are to: (1) explore theoretical perspectives related to mathematics education, and issues in mathematics education research; and (2) facilitate development of knowledge and skills for further work in understanding and doing mathematics education research.	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
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