

HIGHER DEGREE PROGRAMMES JANUARY 2021 SEMESTER

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

Last Update: 14 January 2021

^ Please refer to the "Jan 2021 Course Synopses" tab for the course descriptions.

**Please select the Programme to view the courses offered.

Programme**	(All)
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Online Course Registration:
28 Dec 2020 (9am) to 30 Dec 2020 (5pm)

Add/Drop Period:
11 Jan 2021 (9am) to 25 Jan 2021 (5pm)

Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
EDCT901	Inquiry into Curriculum and Teaching	4	Tutorial Group 1	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR216	Assoc Prof LIM TZE-WEI LEONEL, leonel.lim@nie.edu.sg	EdD students with Education in Curriculum and Teaching specialization	EdD students with Education in Curriculum and Teaching specialization	Cross-listed with SA1034
EDEL901	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	3	14-Jan-21	Thursday, 18:00 - 21:00	NIE5-01-LT11	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	EdD (EL) students	HD students	Common class with MAE903
EDEL902	Language and Literature Education	4	Tutorial Group 1	5	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-TR303	Asst Prof Victor Lim Fei, victor.lim@nie.edu.sg	EdD (EL) students	HD students	Common class with MEL901
EDLC901	Current and Emerging Theories and Practices in Leadership and Management	4	Tutorial Group 1	12	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR213	Assoc Prof DAVID NG FOO SEONG, david.ng@nie.edu.sg	EdD students with Education and Leadership Change Specialisation	EdD students with Education and Leadership Change Specialisation	
EDLC902	Ethics for Leaders	4	Tutorial Group 1	12	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR215	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	EdD students with Education and Leadership Change Specialisation	Only for EdD students with Education and Leadership Change Specialisation	
EDLM901	Theory, Research and Practice in Teaching and Learning	4	Tutorial Group 1	5	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR201	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	5 EdD students from various concentrations, and 10 as elective for MEd (DP) students. We need to restrict the number of participants because the nature of the course (seminar) and its assessment (individual presentations) does not allow the course to have more than 15 participants.	5 EdD students from various concentrations, and 10 as elective for MEd (DP) students. We need to restrict the number of participants because the nature of the course (seminar) and its assessment (individual presentations) does not allow the course to have more than 15 participants.	Common class with MDP910
EDLM902	Understanding Learner Motivation: Theory, Research and Practice	4	Tutorial Group 1	8	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	8 EdD students from Learning and Motivation concentration from the 2020 batch, and 7 as elective for MEd (DP) students. We need to restrict the number of participants because the nature of the course (seminar) and its assessment (individual presentations) does not allow the course to have more than 15 participants.	8 EdD students from Learning and Motivation concentration from the 2020 batch, and 7 as elective for MEd (DP) students. We need to restrict the number of participants because the nature of the course (seminar) and its assessment (individual presentations) does not allow the course to have more than 15 participants.	Common class with MDP911
EDLM903	Advances in Early Childhood Education: Issues and Trends	4	Tutorial Group 1	3	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR203	Dr Joanna Tay-Lim Kim Hoon, joanna.lim@nie.edu.sg	EdD students	HD students - write to tutor for approval	Common class with MEC902 (TG2)
			Tutorial Group 2	1	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR203	Dr Joanna Tay-Lim Kim Hoon, joanna.lim@nie.edu.sg	EdD students	HD students - write to tutor for approval	Common class with MEC902 (TG1)
EDLM904	Advances in Special Education: Issues and Trends	4	Tutorial Group 1	3	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR211	Dr TAN SOO CHING CAROL, carol.tan@nie.edu.sg	EdD students	EdD students	Common class with MSE901 (TG01)
EDME902	Curriculum Studies in Mathematics	4	Tutorial Group 1	3	11-Jan-21	Monday, 18:00 - 21:00	NIE7-B1-01 (Math Lab 1)	Assoc Prof LEE NGAN HOE, nganhoe.lee@nie.edu.sg	EdD (Math) students	EdD (Math) students	Common class with MME906 and cross-listed with IME6019
EDTM901	Trends and Issues in the Use of ICT in Education	4	Tutorial Group 1	15	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-02-04 (Education Computing Lab 5)	Prof LOOI CHEE KIT, cheekit.looi@nie.edu.sg	EdD, PhD and Masters by Research students.	EdD, PhD and Masters by Research students.	
EDVP911	Drama Education, Curriculum and Assessment	4	Tutorial Group 1	5	14-Jan-21	Thursday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene.r@nie.edu.sg	HD students	HD students with stipulated pre-requisites. Please write to course coordinator to seek permission.	Common class with MDR902 and MPS906
MAC811	Multicultural Counselling	3	Tutorial Group 1	22	11-Jan-21	Monday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MACG students	MACG students	Cross-listed with MCP814
MAC815	Advanced Counselling and Interviewing Skills	3	Tutorial Group 1	23	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR715	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MACG students	MACG students	Cross-listed with MCP818
MAC816	Group Process and Counselling	3	Tutorial Group 1	14	14-Jan-21	Thursday, 14:00 - 17:00	NIE7-01-TR714	Dr Vilma D'Rozario	MACG students	MACG students	
			Tutorial Group 2	16	14-Jan-21	Thursday, 18:00 - 21:00	NIE7-01-TR714	Asst Prof Suh Hanna, hanna.suh@nie.edu.sg	MACG students	MACG students	Cross-listed with MCP812
MAC819	Programme Evaluation in Counselling and Guidance	3	Tutorial Group 1	26	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-01-TR306	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	All MACG students	All MACG students	
MAC820	Introduction to Family Counselling	3	Tutorial Group 1	12	12-Jan-21	Tuesday, 14:00 - 17:00	NIE2-B1-14 (Seminar Room)	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MACG students	MACG students	Cross-listed with MCP815
MAC824	Introduction to Play Therapy	3	Tutorial Group 1	8	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-B1-12 Observation Room / NIE2-B1-13 Psychological Testing Lab)	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MACG students	MACG students	Cross-listed with MCP822, MEP825
MAC830	Practicum I	3	Tutorial Group 1	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE7-01-TR719	Dr Kristina Burgetova	MACG students who completed MAC810 812 814 815 816 830	MACG students who completed MAC810 812 814 815 816 830	
MAC831	Practicum II	3	Tutorial Group 1	25	7-Jan-21	Thursday, 18:00-21:00	NIE7-01-TR719	Dr Kristina Burgetova	MACG students who completed MAC810 812 814 815 816	MACG students who completed MAC810 812 814 815 816 830	
MAE900	Research Methodology in Applied Linguistics	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE5-01-LT11	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	HD students	HD students	
MAE901	Discourse Studies	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-LT9	Asst Prof Victor Lim Fei, victor.lim@nie.edu.sg	HD students	HD students	
MAE902	Language Acquisition Studies	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-LT9	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	HD students	HD students	
MAE903	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	28	14-Jan-21	Thursday, 18:00 - 21:00	NIE5-01-LT11	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	HD students	HD students	Common class with EDEL901
MAE904	Language Teaching Methodology	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-TR307	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	HD students	HD students	
MAE905	Language Curriculum: Theory & Practice	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-01-LT10	Dr JASON LOH KOK KHIANG, jason.loh@nie.edu.sg	HD students	HD students	
MAE908	Research in Teaching Written Discourse	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR716	Assoc Prof CHEUNG YIN LING, yinling.cheung@nie.edu.sg	HD students	HD students	

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MAE990	Integrative Project	2	Tutorial Group 1	25	15-Jan-21	Friday, 18:00 - 20:00	NIE3-01-TR309	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MAAL students	MAAL students	Common class with MED902 (TG08)
MALC801	Perspectives in Educational Leadership	3	Tutorial Group 1	20	15-Jan-21	Please see Remarks column	NIE7-01-TR715	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	MALEC students only. Also open to MED (C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	MALEC students only. Also open to MED (C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	Jan 15, 22, 29 Feb 5, 19, 26 Mar 8, 12, 15, 19, 26 Apr 9, 16
MALC803	Curriculum Theory, History and Issues	3	Tutorial Group 1	20	14-Jan-21	Please see Remarks column	Online	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	MALEC students only.	MALEC students only.	Time: 7.30 am - 9.30 am (SG Time) Jan 14, 21, 28 Feb 4, 11, 18, 25 Mar 11 Time: 8.30am-10.30am Mar 18, 25 Apr 1, 8, 15, 22
MALC805	Seminars in Educational Inquiry	4	Tutorial Group 1	20	11-Jan-21	Please see Remarks column	NIE2-02-04 (Education Computing Lab 5) and NIE7-01-TR715	Assoc Prof HENG HUAN GEK, MARY ANNE, maryanne.heng@nie.edu.sg	MALEC students only. Also open to Med(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	MALEC students only. Also open to Med(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	A/P Mary Anne Heng (9.00 am - 1.00 pm) at NIE7-01-TR715 Jan 11, 18, 25 Feb 1, 8, 15, 22 Mar 29 (10.00 am - 12.00 nn) A/P Jonathan Goh (12.00 nn - 4.00 pm) Mar 2, 9, 16 (Online) Mar 23 (Venue: NIE2-02-04) Presentations (Venue: NIE7-01-TR715) Apr 5 (1 pm - 4 pm) A/P Mary Anne Heng Apr 6 (1 pm - 4 pm) Both
MALC851	Organisational Learning and Development	3	Tutorial Group 1	20	12-Jan-21	Please see Remarks column	Online	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	MALEC students only.	MALEC students only.	Jan 12, 19, 26 Feb 2, 9, 16, 23 Mar 9, 16, 23, 30 Apr 6, 13 Time: 8:00 pm to 11:00 pm (SG time)
MAP809	Theories and Techniques of Counselling	3	Tutorial Group 1	25	15-Jan-21	Friday, 14:00 - 17:00	NIE2-B1-14 (Seminar Room)	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	MAAP student 2021 Intake	MAAP student 2021 Intake	
MAP810	Psychological Assessment	3	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE7-01-TR721	Asst Prof DUTT ANURADHA SALIL KUMAR, anuradha.dutt@nie.edu.sg	MAAP student 2021 Intake	MAAP student 2021 Intake	
MAS931	Debates and Issues in Geography Education	4	Tutorial Group 1	20	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-TR301	Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	
MAS933	The Early Modern Origins of Globalization, 1450-1750	4	Tutorial Group 1	20	14-Jan-21	Thursday, 18:00 - 21:00	NIE3-01-TR301	Dr SIM YONG HUEI, yonghwei.sim@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	
MAS939	Action Research for Social Studies Teachers	4	Tutorial Group 1	20	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-TR301	Dr SIM HWEE HWANG, hweehwang.sim@nie.edu.sg	MAHE students only	HD students. Please write to course instructor to seek permission.	
MAS981	Critical Thinking and Writing in the Humanities	2	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 20:00	NIE3-01-TR301	Asst Prof Yang Peidong, peidong.yang@nie.edu.sg	MAHE students only	MAHE students only	
MCL807	Information Technology and Chinese Language Teaching	3	Tutorial Group 1	5	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Ms Jasmine Tan Sio Hwee, jessmine.tan@nie.edu.sg	MEd CL students: Jan 2017 Intake, PT.	MEd CL students: Jan 2017 Intake, PT. Other HD students, please write to course coordinator or course instructor for permission.	Common class with MCL911.
MCL901	Language Planning and Language Education	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	AST - GEO Lab Block A Level 2	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT; Jan 2021 Intake, PT. MA CL Student: Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake.	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT; Jan 2021 Intake, PT. MA CL Student: Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. Other HD students, please write to course coordinator or course instructor for permission.	
MCL907	Chinese Language Curriculum Design and Instructional Materials Development	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	AST - GEO Lab Block A Level 2	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT; Jan 2021 Intake, PT. MA CL Student: Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake.	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT; Jan 2021 Intake, PT. MA CL Student: Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. Other HD students, please write to course coordinator or course instructor for permission.	

Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	4	Tutorial Group 1	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Ms Jesmine Tan Sio Hwee, jesmine.tan@nie.edu.sg	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT. MA CL Student: Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake.	MEd CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT. MA CL Student: Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. PhD CL Student: Jan & Aug 2019 Intake; Jan & Aug 2020 Intake; Jan 2021 Intake. Other HD students, please write to course coordinator or course instructor for permission.	Common class with MCL807.
MCP812	Group Dynamics and Counselling	3	Tutorial Group 1	7	14-Jan-21	Thursday, 18:00 - 21:00	NIE7-01-TR714	Asst Prof Suh Hanna, hanna.suh@nie.edu.sg	MAAP students	MAAP students	Cross-listed with MAC816 (TG02)
MCP814	Counselling: Applications across Cultures	3	Tutorial Group 1	3	11-Jan-21	Monday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MAAP students	MAAP students	Cross-listed with MAC811
MCP815	Family and Marital Counselling	3	Tutorial Group 1	13	12-Jan-21	Tuesday, 14:00 - 17:00	NIE2-B1-14 (Seminar Room)	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MAAP students	MAAP students	Cross-listed with MAC820
MCP818	Advanced Counselling Skills	3	Tutorial Group 1	1	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR715	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MAAP students	MAAP students	Cross-listed with MAC815
MCP821	Cognition-Behavioural Management and Interventions	3	Tutorial Group 1	12	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP CP Track students	MAAP CP Track students	Cross-listed with MEP821
MCP822	Introduction to Play Therapy	3	Tutorial Group 1	2	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-B1-12 Observation Room / NIE2-B1-13 Psychological Testing Lab)	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MAAP CP Track students	MAAP CP Track students	Cross-listed with MAC824, MEP825
MCP832	Practicum in Counselling Psychology I	6	Tutorial Group 1	25	18-Jan-21	Monday, 14:00 - 17:00	NIE3-01-TR318	Asst Prof Suh Hanna, hanna.suh@nie.edu.sg	MAAP CP Track students who completed MCP818	MAAP CP Track students who completed MCP818	
MCP833	Practicum in Counselling Psychology II	6	Tutorial Group 1	25	18-Jan-21	Monday, 14:00 - 17:00	No venue needed. To check with PCHD.	Asst Prof Suh Hanna, hanna.suh@nie.edu.sg	MAAP CP Track students who completed MCP818 & MCP832	MAAP CP Track students who completed MCP818 & MCP832	
MCT901	Curriculum: Theories and Issues	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-LT8	Assoc Prof SIM BOON YEE JASMINE, jasmine.sim@nie.edu.sg	MED (C&T) students	MED (C&T) students	MCT901 should be taken in the 1st semester of study
			Tutorial Group 2	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-TR306	Assoc Prof SIM BOON YEE JASMINE, jasmine.sim@nie.edu.sg	MED (C&T) students	MED (C&T) students	MCT901 should be taken in the 1st semester of study
MCT902	Crafting the Curriculum	4	Tutorial Group 1	20	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR214	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	MED (C&T) students	HD students	
MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 1	32	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR713	Dr Goh Swee Peng Rachel, rachel.goh@nie.edu.sg	MED (C&T) students	HD students	
MCT904	Understanding Teachers and Teaching: Theory and Practice	4	Tutorial Group 1	20	11-Jan-21	Monday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof JIANG HENG, heng.jiang@nie.edu.sg	HD students	HD students	
MCT905	Theories and Perspectives of Learning	4	Tutorial Group 1	20	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR216	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	MED (C&T) students	HD students	
MCT911	Curriculum Implementation and Educational Change: Concepts and Issues	4	Tutorial Group 1	20	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-TR206	Dr MARDIANA BTE ABU BAKAR, mardiana.abubakar@nie.edu.sg	HD students	HD students	
MCT913	Differentiating Curriculum and Teaching for Diverse Learners	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR206	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	MED (C&T) students	MED (C&T) students (15) HD students (10)	
MCT921	Theory and Practice of Authentic Assessment	4	Tutorial Group 1	20	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR203	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	MED (C&T) students	HD students	
MCT942	Educational Neuroscience: Principles, Perspectives, Practices	4	Tutorial Group 1	20	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR215	Asst Prof AZILAWATI BTE JAMALUDIN, azilawati.j@nie.edu.sg	MED (C&T) students	HD students	
MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE7-02-08 (Seminar Room)	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students	HD students	
			Tutorial Group 2	15	13-Jan-21	Wednesday, 14:00 - 17:00	NIE2-B1-11 (PCCG Resource Room)	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students	HD students	
			Tutorial Group 3	20	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students	HD students	Cross-listed with MPM907
MDP903	Counselling Children and Adolescents	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-TR305	Asst Prof Suh Hanna, hanna.suh@nie.edu.sg	MED (DP) students	HD students	
MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 1	15	11-Jan-21	Monday, 14:00 - 17:00	NIE3-01-TR305	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	HD students	HD students	
			Tutorial Group 2	23	14-Jan-21	Thursday, 18:00 - 21:00	NIE3-01-TR305	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	HD students	HD students	
MDP905	Individual Differences and Learning	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE5-01-LT11	Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg	MED (DP) students	HD students	
MDP906	Personality and Attitude Assessment	4	Tutorial Group 1	5	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-TR309	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	MED (DP) students	HD students	Cross-listed with MPM904
MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 1	23	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	MED (DP) students	HD students	
			Tutorial Group 2	16	14-Jan-21	Thursday, 14:00 - 17:00	NIE7-02-08 (Seminar Room)	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	HD students	HD students	
MDP908	Evaluation of Programs in Schools and Community Organizations	4	Tutorial Group 1	5	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-01-TR305	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	MED (DP) students	HD students	Cross listed with MPM905
MDP910	Theory, Research and Practice in Teaching and Learning	4	Tutorial Group 1	10	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR201	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	MED (DP) students	MED (DP) students	Common class with EDLM901
MDP911	Understanding Learner Motivation: Theory, Research and Practice	4	Tutorial Group 1	7	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	MED (DP) students	MED (DP) students	Common class with EDLM902
MDR901	Theatre Making: Theory, Practice, Pedagogy	4	Tutorial Group 1	20	13-Jan-21	Wednesday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene.r@nie.edu.sg	HD students	Open to HD students with stipulated prerequisites - Please write to course coordinator to seek permission.	
MDR902	Drama Education, Curriculum and Assessment	4	Tutorial Group 1	15	14-Jan-21	Thursday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene.r@nie.edu.sg	HD students	HD students with stipulated pre-requisites. Please write to course coordinator to seek permission.	Common class with EDVP911 and cross-listed with MPS906
MDR904	Arts-based Research	4	Tutorial Group 1	20	12-Jan-21	Tuesday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene.r@nie.edu.sg	MED (Drama) students	MED (Drama) students	
MEA901	Research and Issues in Art Education	4	Tutorial Group 1	12	11-Jan-21	Monday, 18:00 - 21:00	NIE3-B1-06 (Mac Centre)	Asst Prof Heaton Rebecca, rebecca.heaton@nie.edu.sg	MED (Art) students	HD students	
MEA904	Art Making and Aesthetic Enquiry	4	Tutorial Group 1	10	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-B3-01 (Sculpture Studio)	Asst Prof Heaton Rebecca, rebecca.heaton@nie.edu.sg	MED (Art) students	HD students	

Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
MEC901	Child Development (0-8 years)	4	Tutorial Group 1	15	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR202	Dr Dr Kam Chee Rebecca Chan, rebecca.chan@nie.edu.sg	MED (EC) students Jan2021	HD students - write to tutor for approval	
			Tutorial Group 2	15	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR204	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MED (EC) students Jan2021	HD students - write to tutor for approval	
MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 1	16	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR203	Dr Joanna Tay-Lim Kim Hoon, joanna.lim@nie.edu.sg	MED (EC) students Jan2021 FT & July2020 PT	HD students - write to tutor for approval	Common class with EDLM903 (TG2)
			Tutorial Group 2	14	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR203	Dr Joanna Tay-Lim Kim Hoon, joanna.lim@nie.edu.sg	MED (EC) students Jan2021 FT & July2020 PT	HD students - write to tutor for approval	Common class with EDLM903 (TG1)
MEC903	Research Investigations in Early Childhood Education	4	Tutorial Group 1	27	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR211	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MED (EC) students July202 FT & Jan2020 PT	HD students - write to tutor for approval	
MEC904	Assessment in Early Childhood Education	4	Tutorial Group 1	20	15-Jan-21	Friday, 18:00 - 21:00	NIE7-01-TR721	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	MED (EC) students except Jan2021 PT	HD students - write to tutor for approval	
MEC907	Diversity in Early Childhood Education	4	Tutorial Group 1	28	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR721	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MED (EC) students except Jan2021 PT	HD students - write to tutor for approval	
MEC908	Early Intervention	4	Tutorial Group 1	20	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-LT7	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MED (EC) students except Jan2021 PT	MED (EC) students except Jan2021 PT	Cross-listed with MSE912 and common class with MEP822
MED900	Educational Inquiry	4	Tutorial Group 1	30	14-Jan-21	Thursday, 18:00 - 21:00	NIE3-1-TR308	Dr Pamela Onishi, pamela.onishi@nie.edu.sg Dr Phillip Towndrow, phillip.towndrow@nie.edu.sg Dr Imelda Caleon, imelda.caleon@nie.edu.sg Dr Munirah Binte Shaik Kadir, munirah.kadir@nie.edu.sg	MED (Art), MED (Drama), MED (Music) students	MED (Art), MED (Drama), MED (Music) students	
			Tutorial Group 13	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE7-B1-01 (Math Lab 1)	Dr NG KIT EE, DAWN, dawn.ng@nie.edu.sg	MED (Math) students	MED (Math) students	
			Tutorial Group 16	20	11-Jan-21	Monday, 18:00 - 21:00	NIE7-01-TR701	Assoc Prof LEE YEW JIN, yewjin.lee@nie.edu.sg/Dr SOO LI MEI, JOHANNAH, johannah.soo@nie.edu.sg	MED (Sci) students	MED (Sci) students	
			Tutorial Group 17	30	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Mr KEE KIAK NAM, kiaknam.kee@nie.edu.sg	MED (SPE) students	MED (SPE) students	
			Tutorial Group 19	16	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR207	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MED (EC) students Jan2021	MED (EC) students Jan2021	
			Tutorial Group 2	30	14-Jan-21	Thursday, 18:00 - 21:00	NIE3-01-TR302	Dr Yu Yue, yue.yu@nie.edu.sg Dr Yang Yang, yang.yang@nie.edu.sg Dr Teng Siao See, siaosee.teng@nie.edu.sg Dr Mohammad Akshir Bin Ab Kadir, akshir.kadir@nie.edu.sg	MED (CL), MED (ML), MED (TL) students Jan 2021 Intake PT. MED (ML) Jan 2019 and Jan 2020 intake.	MED (CL), MED (ML), MED (TL) students Jan 2021 Intake PT. MED (ML) Jan 2019 and Jan 2020 intake. Other HD students, please write to course coordinator or course instructor for permission.	
			Tutorial Group 20	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR202	Dr YANG CHIEN-HUI, chienhui.yang@nie.edu.sg	MED (C&T) students	MED (C&T) students	MED900 should be taken in the first semester of study.
			Tutorial Group 3	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-LT7	Assoc Prof CHEN DER-THANQ VICTOR, victor.chen@nie.edu.sg	MED (C&T) students	MED (C&T) students	MED900 should be taken in the first semester of study.
			Tutorial Group 4	25	12-Jan-21	Tuesday, 14:00 - 17:00	NIE3-01-TR305	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	MED (DP), MED (EA) students	MED (DP), MED (EA) students	
			Tutorial Group 6	16	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR204	Assoc Prof TAN AI GIRL, aigirl.tan@nie.edu.sg	MED (EC) students Jan2021	MED (EC) students Jan2021	
			Tutorial Group 7	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE3-01-TR306	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	MED (DP), MED (EA) students	MED (DP), MED (EA) students	
			Tutorial Group 8	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE5-01-LT11	Dr GUO LIBO, libo.guo@nie.edu.sg/Dr SUN BAOQI, baoqi.sun@nie.edu.sg	MED (Eng) students	MED (Eng) students	
			MED902	Integrative Project	2	Tutorial Group 11	25	15-Jan-21	Friday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof QUEK CHOON LANG, GWENDOLINE, choonlang.quek@nie.edu.sg/Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg
Tutorial Group 13	25	15-Jan-21				Friday, 18:00-21:00	NIE7-01-TR715	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	MED (Math) students	MED (Math) students	
Tutorial Group 14	25	11-Jan-21				Monday, 18:00 - 20:00	NIE3-02-18 (Music Studio 3)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	MED (Music) students	MED (Music) students	
Tutorial Group 17	12	11-Jan-21				Monday, 18:00 - 20:00	NIE2-01-TR201	Assoc Prof TAN AI GIRL, aigirl.tan@nie.edu.sg	MED (SPE) students	MED (SPE) students	(blank)
Tutorial Group 19	12	12-Jan-21				Tuesday, 18:00 - 20:00	NIE2-01-TR210	Dr Dr Kam Chee Rebecca Chan, rebecca.chan@nie.edu.sg	MED (EC) students July2019 PT	MED (EC) students July2019 PT	
Tutorial Group 2	25	11-Jan-21				Monday, 18:00 - 20:00	NIE3-01-TR302	Dr Goh Hock Huan, hockhuan.goh@nie.edu.sg	Med CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT.	Med CL students: Jan 2018 Intake, PT; Jan 2019 Intake, PT. Other HD students, please write to course coordinator or course instructor for permission.	Common class with MMM800 (TG02)
Tutorial Group 20	10	12-Jan-21				Tuesday, 14:30 - 16:30	NIE2-01-TR201	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MED (EC) students July2020 FT	MED (EC) students July2020 FT	
Tutorial Group 21	8	13-Jan-21				Wednesday, 18:00 - 20:00	NIE2-01-TR203	Dr Betsy Ng Ling Ling (Betsy Yin Linlin), betsy.ng@nie.edu.sg	MED (DP) students	MED (DP) students	
Tutorial Group 22	8	14-Jan-21				Thursday, 18:00 - 20:00	NIE2-01-TR209	Dr SUN BAOQI, baoqi.sun@nie.edu.sg	MED (DP) students	MED (DP) students	
Tutorial Group 23	8	14-Jan-21				Thursday, 18:00 - 20:00	NIE3-01-TR303	Dr SEAH LAY HOON, layhoon.seah@nie.edu.sg	MED (DP) students	MED (DP) students	
Tutorial Group 24	10	14-Jan-21				Thursday, 15:00 - 17:00	NIE2-01-TR201	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	MED (EA) students	MED (EA) students	
Tutorial Group 25	13	12-Jan-21				Tuesday, 18:00 - 20:00	NIE2-01-TR213	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg	MED (SPE) students	MED (SPE) students	
Tutorial Group 26	20	15-Jan-21				Friday, 18:00 - 21:00	NIE2-01-TR214	Assoc Prof FANG YANPING, yanping.fang@nie.edu.sg	MED (C&T) students	MED (C&T) students	
Tutorial Group 27	20	15-Jan-21	Friday, 18:00 - 20:00	NIE2-01-TR215	Assoc Prof JIANG HENG, heng.jiang@nie.edu.sg	MED (C&T) students	MED (C&T) students				
Tutorial Group 3	20	15-Jan-21	Friday, 18:00 - 20:00	NIE6-01-LT1	Assoc Prof LIM TZE-WEI LEONEL, leonel.lim@nie.edu.sg	MED (C&T) students	MED (C&T) students				

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MED902	Integrative Project	2	Tutorial Group 4	8	13-Jan-21	Wednesday, 18:00 - 20:00	NIE2-01-TR202	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	MED (DP) students	MED (DP) students	
			Tutorial Group 6	12	12-Jan-21	Tuesday, 18:00 - 20:00	NIE2-01-TR208	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MED (EC) students July2019 PT	MED (EC) students July2019 PT	
			Tutorial Group 7	10	14-Jan-21	Thursday, 18:00 - 20:00	NIE2-01-TR208	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	MED (EA) students	MED (EA) students	
			Tutorial Group 8	25	15-Jan-21	Friday, 18:00 - 21:00	NIE3-01-TR309	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MED (Eng) students	MED (Eng) students	Common class with MAE990
MEL901	Language and Literature Education	4	Tutorial Group 1	20	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-TR303	Assoc Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg/Asst Prof Victor Lim Fei, victor.lim@nie.edu.sg	HD students	HD students	Common class with EDEL902
MEL902	Analyzing Literature and Language	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-LT5	Assoc Prof JOEL ROBERT GWYNNE, joel.gwynne@nie.edu.sg	HD students	HD students	
MEL913	Materials Design and Development	4	Tutorial Group 1	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-LT5	Dr JASON LOH KOK KHIANG, jason.loh@nie.edu.sg	HD students	HD students	
MEL915	Language Assessment in the Classroom and Beyond	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-01-TR309	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	HD students	HD students	
MEL918	Reading in a Multimodal Age	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-LT5	Assoc Prof LOH CHIN EE, chinee.loh@nie.edu.sg	HD students	HD students	
MEL929	Teaching Singapore Literature	4	Tutorial Group 1	25	15-Jan-21	Friday, 18:00 - 21:00	NIE3-01-TR306	Dr WHITEHEAD RICHARD ANGUS, richard.whitehead@nie.edu.sg	HD students	HD students	
MEM807	Principalship and Teacher Performance	3	Tutorial Group 1	2	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-TR213	Assoc Prof DAVID NG FOO SEONG, david.ng@nie.edu.sg	HD students	HD students	
MEM829	Mentoring for Professional Development and Leadership Succession	3	Tutorial Group 1	2	12-Jan-21	Tuesday, 18:00 - 21:00	NIE7-01-TR714	Assoc Prof LIM LEE HEAN, leehean.lim@nie.edu.sg	HD students	HD students	Common class with MEM906
MEM851	Key Issues in Education Policy	3	Tutorial Group 1	2	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR206	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	HD students	HD students	Common class with MEM914
MEM904	Principalship and Teacher Performance	4	Tutorial Group 1	23	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-TR213	Assoc Prof DAVID NG FOO SEONG, david.ng@nie.edu.sg	HD students	HD students	Common class with MEM904
MEM906	Contemporary Issues in Mentoring for Leaders and Practitioners	4	Tutorial Group 1	23	12-Jan-21	Tuesday, 18:00 - 21:00	NIE7-01-TR714	Assoc Prof LIM LEE HEAN, leehean.lim@nie.edu.sg	HD students	HD students	
MEM914	Key Issues in Education Policy	4	Tutorial Group 1	23	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR206	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	HD students	HD students	
MEM931	Research Methods in Education	4	Tutorial Group 1	25	15-Jan-21	Friday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Assoc Prof GOH WEE PIN, JONATHAN, jonathan.goh@nie.edu.sg	HD students	HD students	
MEM932	Critical Inquiry	2	Tutorial Group 1	8	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR214	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	MAEM students	MAEM students	Common class with MMM800 (TG20)
			Tutorial Group 2	8	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR215	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	MAEM students	MAEM students	Common class with MMM800 (TG22)
MEP820	Psychoeducational Interventions for Special Needs	3	Tutorial Group 1	20	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-01-TR210	Asst Prof DUTT ANURADHA SALIL KUMAR, anuradha.dutt@nie.edu.sg	MAAP students	MAAP students	
MEP821	Cognitive Behavioural Management and Interventions	3	Tutorial Group 1	13	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP EP Track students	MAAP EP Track students	Cross-listed with MCP821
MEP822	Early Intervention	3	Tutorial Group 1	6	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-LT7	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MAAP EP Track students	MAAP students	Common class with MEC908 and MSE912
MEP823	Learning Disabilities	3	Tutorial Group 1	3	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR714	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MAAP EP Track students	MAAP students	Common class with MSE911 (TG02), MP5908
MEP824	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy	3	Tutorial Group 1	15	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR201	Dr TAN CHEE SOON, cheesoon.tan@nie.edu.sg	MAAP students	MAAP students	Common class with MSE916
MEP825	Introduction to Play Therapy	3	Tutorial Group 1	2	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-B1-12 Observation Room / NIE2-B1-13 Psychological Testing Lab)	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MAAP EP Track students	MAAP EP Track students	Cross-listed with MAC824, MCP822
MEP832	Practicum in Educational Psychology I	6	Tutorial Group 1	25	20-Jan-21	Wednesday, 14:00 - 17:00	NIE2-01-TR204	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP EP Track students who completed MEP813	MAAP EP Track students who completed MEP813	
			Tutorial Group 2	25	20-Jan-21	Wednesday, 14:00 - 17:00	NIE2-01-TR207	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP EP Track students who completed MEP813	MAAP EP Track students who completed MEP813	
MEP833	Practicum in Educational Psychology II	6	Tutorial Group 1	25	20-Jan-21	Wednesday, 14:00 - 17:00	NIE2-01-TR208	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP EP Track students who completed MEP813 & MEP832	MAAP EP Track students who completed MEP813 & MEP832	
MES900	Research Methods in Exercise and Sport Studies	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Asst Prof Komar John, john.komar@nie.edu.sg	All PESS students	All PESS students	
MES901	Integrative Project	2	Tutorial Group 1	25	15-Jan-21	Friday, 18:00 - 20:00	NIE5-01-04 (Seminar Room)	Asst Prof MASATO KAWABATA, masato.kawabata@nie.edu.sg	MSS (ESS) students	MSc (ESS) students	(blank)
MES906	Exercise Physiology	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Assoc Prof GOVINDASAMY BALASEKARAN, govindasamy.b@nie.edu.sg	All PESS students	HD students	
MES910	Physical Activity, Nutrition & Health	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	All PESS students	HD students	
MES914	Trends & Issues in Physical Education & Sport	4	Tutorial Group 1	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	All PESS students	HD students	
MID845	Capstone Project for Instructional Design	3	Tutorial Group 1	1	15-Jan-21	Friday, 18:00 - 21:00	NIE2-02-04 (Education Computing Lab 5) & NIE2-02-03 (Education Computing Lab 6)	Assoc Prof Cheung Wing Sum, wingsum.cheung@nie.edu.sg	MAIDT students	HD students with prerequisites (MID844). Please write to course instructor to seek permission.	Common class with MID945.
MID901	Instructional Design Models and Practices	4	Tutorial Group 1	22	11-Jan-21	Monday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	MAIDT students	MAIDT students	
MID906	Training Methods and Strategies	4	Tutorial Group 1	13	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	MAIDT students only	HD students with pre-requisites (MID901). Please write to course instructor to seek permission.	Common class with MTD808 and cross-list with MTD908
MID917	Designing e-Learning	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof QUEK CHOON LANG, gwendoline, choonlang.quek@nie.edu.sg	MAIDT students only	HD students with pre-requisites (MID901). Please write to course instructor to seek permission.	
MID941	Evaluation Models and Methods	4	Tutorial Group 1	22	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHEN WENLI, wenli.chen@nie.edu.sg	MAIDT students only	MAIDT students only	
MID944	Methods for Data Collection and Analysis for Instructional Design Projects	2	Tutorial Group 1	25	15-Jan-21	Friday, 09:00 - 17:00	NIE2-02-05 (Education Computing Lab 4)	Dr NG SIEW LING, CONNIE, connie.ng@nie.edu.sg	MAIDT students only	HD students with pre-requisites (MID901, and MID941). Please write to course instructor to seek permission.	Lessons for 3 consecutive Friday: 15 Jan, 22 Jan and 29 Jan 2021. Time: 9am to 5pm.

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MID945	Capstone Project for Instructional Design	4	Tutorial Group 1	24	15-Jan-21	Friday, 18:00 - 21:00	NIE2-02-04 (Education Computing Lab 5) & NIE2-02-03 (Education Computing Lab 6)	Assoc Prof Cheung Wing Sum, wingsum.cheung@nie.edu.sg	MAIDT students only	HD students with pre-requisites (MID944). Please write to course instructor to seek permission.	Common class with MID845
MLS900	Science Communication	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:30 - 21:30	NIE7-01-TR719	Assoc Prof YAN YAW KAI, yawkai.yan@nie.edu.sg	MSc (LS) Chemistry [Aug 2020 and Jan 2021] intakes, MSc (LS) Environmental Biology [Aug 2020 and Jan 2021] intakes.	MSc (Life Sciences) students	
MLS921	Critical Inquiry (Chemistry)	2	Tutorial Group 1	25	14-Jan-21	Thursday, 18:30-21:30	NIE7A-B1-03 (Chemistry Lab 1)	Assoc Prof TAN SWEE NGIN, sweengin.tan@nie.edu.sg	MSc (LS) Chemistry [Aug 2017, Aug 2019 and Jan 2020] intakes.	HD students with pre-requisites. Please write to course coordinator to seek permission.	
MLS928	Green Chemistry	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:30 - 21:30	NIE7-01-TR701	Dr TEO YONG CHUA, yongchua.teo@nie.edu.sg	MSc (LS) Chemistry [Aug 2019, Jan 2020, Aug 2020 & Jan 2021] intakes	HD students with pre-requisites. Please write to course coordinator to seek permission.	
MLS962	Environmental Health and Toxicology	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:30 - 21:30	NIE7-01-TR709	Dr GOH PI LEE, BEVERLY, beverly.goh@nie.edu.sg	MSc (LS) Chemistry [Aug 2019] intake, MSc(LS) Environmental Biology [Aug 2019, Jan 2020, Aug 2020 and Jan 2021] intakes.	HD students with pre-requisites. MSc (LS) Chemistry and other HD students, please write to course coordinator to seek permission.	
MLS971	Critical Inquiry (Environmental Biology)	2	Tutorial Group 1	25	11-Jan-21	Monday, 18:30-20:30	NIE7-01-TR708	Dr GOH PI LEE, BEVERLY, beverly.goh@nie.edu.sg	MSc (LS) Environmental Biology [Aug 2019 and Jan 2020] intakes.	HD students with pre-requisites. Please write to course coordinator to seek permission.	
MLS987	Contemporary Topics in Zoological Sciences	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:30 - 21:30	NIE7-01-TR710	Dr Norman Lim T-Lon, norman.lim@nie.edu.sg	MSc (LS) Environmental Biology [Aug 2019, Jan 2020, Aug 2020 and Jan 2021] intakes.	HD students with pre-requisites. Please write to course coordinator to seek permission.	
MLT903	Technologies as Cognitive Tools	4	Tutorial Group 1	15	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Asst Prof WEN YUN, yun.wen@nie.edu.sg	MED (LST) students	HD students	Cross-listed with MPS903
MLT909	Research Methodologies for the Learning Sciences	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Prof Prof LOOI Chee Kit, cheekit.looi@nie.edu.sg	MED (LST) students	HD students	
MLT912	Design for Blended Learning	4	Tutorial Group 1	22	11-Jan-21	Monday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg	MED (LST) students	HD students	
MME906	Curriculum Studies in Mathematics	4	Tutorial Group 1	17	11-Jan-21	Monday, 18:00 - 21:00	NIE7-B1-01 (Math Lab 1)	Assoc Prof LEE NGAN HOE, nganhoe.lee@nie.edu.sg	MEd (Maths) Students	Other MEd students, subject to coordinator's approval	Cross-listed with IME6019 & common class with EDM902
MME921	Singapore Primary School Mathematics	4	Tutorial Group 1	20	12-Jan-21	Tuesday, 18:00 - 21:00	NIE7-B1-01 (Math Lab 1)	Dr YEO KAI KOW, JOSEPH, kaikow.yeo@nie.edu.sg	MEd (Maths) Students	Other MEd students, subject to coordinator's approval	Cross-listed with IME6024
MME931	Contemporary Issues in Mathematics Education	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 14:00 - 17:00	NIE7-01-TR716	Prof BERINDERJEET KAUR, berinderjeet.kaur@nie.edu.sg	MEd (Maths) Students	Other MEd students, subject to coordinator's approval	
MML903	Literature Education	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-TR307	Dr SA'EDA BTE BUANG, saeda.buang@nie.edu.sg	HD students with educational background in Malay Language	HD students with educational background in Malay Language	
MML910	Bilingualism and Multilingualism	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-01-TR307	Assoc Prof MOHD MUKHLIS BIN ABU BAKAR, mukhlis.abubakar@nie.edu.sg	HD students with educational background in Malay Language	HD students with educational background in Malay Language	
MMM800	Critical Inquiry	3	Tutorial Group 2	5	11-Jan-21	Monday, 18:00 - 20:00	NIE3-01-TR302	Dr Goh Hock Huan, hockhuan.goh@nie.edu.sg	MEd CL students: Jan 2017 Intake, PT.	MEd CL students: Jan 2017 Intake, PT. Other HD students, please write to course coordinator or course instructor for permission.	Common class with MED902 (TG02)
			Tutorial Group 20	2	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR214	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	MAEM students	MAEM students	Common class with MEM932 (TG01)
			Tutorial Group 22	2	11-Jan-21	Monday, 18:00 - 21:00	NIE2-01-TR215	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	MAEM students	MAEM students	Common class with MEM932 (TG02)
MPM901	Assessment Principles and Methods	4	Tutorial Group 1	29	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-TR306	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg	MED (EA) students	MED (EA) students only	Cross-listed with MPS904
MPM904	Attitude Measurement and Personality Assessment	4	Tutorial Group 1	19	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-TR309	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	MED (EA) students	Open to EA students only	Cross-listed with MDP906
MPM905	Programme Evaluation	4	Tutorial Group 1	19	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-01-TR305	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	MED (EA) students	MED (EA) students	Cross-listed with MDP908
MPM907	Children Cognitive Development and Assessment	4	Tutorial Group 1	5	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (EA) students	MED (EA) students	Cross-listed with MDP902 (TG03)
MPM909	Elementary Statistics for Education	4	Tutorial Group 1	19	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-TR204	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	HD students	HD students	
MPM910	Multivariate Statistics	4	Tutorial Group 1	20	14-Jan-21	Thursday, 14:00 - 17:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	HD students	HD students	
MPS903	Technologies as Cognitive Tools	4	Tutorial Group 1	7	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Asst Prof WEN YUN, yun.wen@nie.edu.sg	MED (Pri) students	HD students	Cross-listed with MLT903
MPS904	Assessment Principles and Methods	4	Tutorial Group 1	1	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-TR306	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg	MED (Pri) students	HD students	Cross-listed with MPM901
MPS906	Drama Education, Curriculum and Assessment	4	Tutorial Group 1	2	14-Jan-21	Thursday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene.r@nie.edu.sg	MED (Pri) students	HD students with stipulated prerequisites - Please write to course coordinator to seek permission.	Common class with EDVP911 and cross-listed with MDR902
MPS907	Popular Culture and ICT in Music Education	4	Tutorial Group 1	2	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-02-09 (Keyboards Lab)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	MED (Pri) students	HD students	Cross-listed with MUE903
MPS908	Learning Disabilities	4	Tutorial Group 1	3	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR714	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MED (Pri) students	HD students	Cross-listed with MSE911 (TG02)
MSC904	Alternative conceptions and conceptual change in science learning	4	Tutorial Group 1	20	14-Jan-21	Thursday, 18:00 - 21:00	NIE7-01-TR701	Assoc Prof TAN KIM CHWEE, DANIEL, daniel.tan@nie.edu.sg	MED (Sci) students	HD students	
MSE901	Issues and Trends in Special Education	4	Tutorial Group 1	24	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR211	Dr TAN SOO CHING CAROL, carol.tan@nie.edu.sg	MED (SPE) students	HD students	Common class with EDLM904
			Tutorial Group 2	26	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-01-TR305	Assoc Prof WONG MENGE EE, mengee.wong@nie.edu.sg	MED (SPE) students	HD students	
MSE911	Learning Disabilities	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE7-01-TR714	Asst Prof Park Jiyeon, jiyeon.park@nie.edu.sg	MED (SPE) students except Jan 2021 PT intake	HD students	
			Tutorial Group 2	12	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR714	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MED (SPE) students except Jan 2021 PT intake	HD students	Cross-listed with MPS908, common class with MEP823
MSE912	Early Intervention	4	Tutorial Group 1	20	13-Jan-21	Wednesday, 18:00 - 21:00	NIE2-01-LT7	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MED (SPE) students except Jan 2021 PT intake	HD students	Cross-listed with MEC908 and common class with MEP822
MSE914	Intervention Research in Special Education	4	Tutorial Group 1	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE7-01-TR721	Dr AILSA GOH EE PING, ailsa.goh@nie.edu.sg	HD students with MED900	HD students with MED900	

Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
MSE916	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy for Educators	4	Tutorial Group 1	5	12-Jan-21	Tuesday, 18:00 - 21:00	NIE2-01-TR201	Dr TAN CHEE SOON, cheesoon.tan@nie.edu.sg	Open to MEEd SE students only, except Jan 2021 PT intake. Prerequisite: Background knowledge in reading instruction.	Open to MEEd SE students with background knowledge in reading instruction.	Common class with MEP824
MSM800	Mathematical Inquiry	3	Tutorial Group 1	5	11-Jan-21	Monday, 18:00 - 21:00	Individual arrangements	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	MSM800 series students (Jan 2018 intake and earlier)	MSM800 series students (Jan 2018 intake and earlier)	Supervised project
MSM810	Advanced Calculus and Applications for Educators	3	Tutorial Group 1	5	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR711	Assoc Prof TOH TIN LAM, tinlam.toh@nie.edu.sg	MSM800 series students (Jan 2018 intake and earlier)	MSM800 series students (Jan 2018 intake and earlier)	Common class with MSM910
MSM830	Vertex Colouring and Chromatic Polynomials	3	Tutorial Group 1	5	12-Jan-21	Tuesday, 18:00 - 21:00	NIE7-01-TR709	Assoc Prof Tay Eng Guan, engguan.tay@nie.edu.sg	MSM800 series students (Jan 2018 intake and earlier)	MSM800 series students (Jan 2018 intake and earlier)	Common class with MSM941
MSM900	Mathematical Research Methods	2	Tutorial Group 1	23	12-Jan-21	Tuesday, 18:00 - 21:00	NIE7-B1-14 (Cauchy Lab)	Assoc Prof ZHAO DONGSHENG, dongsheng.zhao@nie.edu.sg Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg Zhu Ying, ying.zhu@nie.edu.sg Dr PAUL MAURICE EDMUND SHUTLER, paul.shutler@nie.edu.sg	MSM900 series students (Aug 2018 intake onwards)	MSM900 series students (Aug 2018 intake onwards)	Mandatory course for all FT students enrolled in Jan 2021 semester; numbers capped at 23 due to room capacity and safety distancing
MSM910	Calculus and Analysis for Educators	4	Tutorial Group 1	18	13-Jan-21	Wednesday, 18:00 - 21:00	NIE7-01-TR711	Assoc Prof TOH TIN LAM, tinlam.toh@nie.edu.sg	HD students with relevant math background	HD students with relevant math background	Common class with MSM810
MSM911	Ring Theory for Educators	4	Tutorial Group 1	23	11-Jan-21	Monday, 18:00 - 21:00	NIE7-01-TR709	Dr TEO KOK MING, kokming.teo@nie.edu.sg	HD students with relevant math background	HD students with relevant math background	
MSM935	Contemporary Topics in Algebra and Number Theory	4	Tutorial Group 1	23	15-Jan-21	Friday, 18:00 - 21:00	NIE7-01-TR709	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	HD students with relevant math background	HD students with relevant math background	
MSM941	Selected Topics in Graph Theory	4	Tutorial Group 1	18	12-Jan-21	Tuesday, 18:00 - 21:00	NIE7-01-TR709	Assoc Prof Tay Eng Guan, engguan.tay@nie.edu.sg	HD students with relevant math background	HD students with relevant math background	Common class with MSM830
MSM952	Large Scale Systems in Operations Research	4	Tutorial Group 1	23	14-Jan-21	Thursday, 18:00 - 21:00	NIE7-01-TR708	Dr PAUL MAURICE EDMUND SHUTLER, paul.shutler@nie.edu.sg	HD students with relevant math background	HD students with relevant math background	
MSM970	Mathematical Inquiry	4	Tutorial Group 1	5	11-Jan-21	Monday, 18:00 - 21:00	Individual arrangements	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	MSM900 series students (Aug 2018 intake onwards)	MSM900 series students (Aug 2018 intake onwards)	Supervised project
MTC901	Nurturing Learners and Learning	4	Tutorial Group 1	20	13-Jan-21	Please see Remarks column	NIE2-01-TR214	Assoc Prof WONG YUEN FUN, ISABELLA, isabella.wong@nie.edu.sg	MTeach students	HD students. Please email PL (huiyong.tay@nie.edu.sg) to seek permission	Part A Dates: 1) Wed, 13 Jan 2021 2) Wed, 27 Jan 2021 Time: 1800 to 2130 Part B Dates: 1) Tue, 2 Feb 2021 2) Tue, 9 Feb 2021 Time: 1800 to 2130 Part C Dates: 1) Tue, 2 Mar 2021 2) Tue, 9 Mar 2021 3) Tue, 16 Mar 2021 4) Tue, 23 Mar 2021 Time: 1800 to 2130
MTC902	Designing Curriculum: Theory and Practice	4	Tutorial Group 1	20	11-Jan-21	Please see Remarks column	NIE2-01-TR206	Ms TEO JUIN EE, juinee.teo@nie.edu.sg	MTeach students	HD students. Please email PL (huiyong.tay@nie.edu.sg) to seek permission	Part A Dates: 1) Mon, 11 Jan 2021 2) Mon, 18 Jan 2021 Time: 1800 to 2130 Part B Dates: 1) Mon, 1 Feb 2021 2) Mon, 8 Feb 2021 Time: 1800 to 2130 Part C Dates: 1) Mon, 1 Mar 2021 2) Mon, 8 Mar 2021 3) Mon, 22 Mar 2021 4) Mon, 29 Mar 2021. Time: 1800 to 2130
MTCL901	Language Code: Theory and Practice	4	Tutorial Group 1	25	11-Jan-21	Monday, 09:30 - 12:30	NIE2-01-LT5	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	14-Jan-21	Thursday, 09:30 - 12:30	NIE2-01-LT5	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 13:30 - 16:30	NIE3-01-LT10	Dr XU FENG, feng.xu@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	14-Jan-21	Thursday, 13:30 - 16:30	NIE3-01-LT9	Dr XU FENG, feng.xu@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 3	25	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-LT8	Dr Cui Jiaoyang, jiaoyang.cui@nie.edu.sg	MATCIL students	MATCIL students	
MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 1	25	11-Jan-21	Monday, 09:30 - 12:30	TR215	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	15-Jan-21	Friday, 18:00 - 21:00	TR215	Dr Shi Zhili, zhili.shi@nie.edu.sg	MATCIL students	MATCIL students	
MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-01-TR308	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	11-Jan-21	Monday, 13:30 - 16:30	NIE3-01-TR307	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	MATCIL students	MATCIL students	
MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 1	25	11-Jan-21	Monday, 13:30 - 16:30	NIE7-01-LT4	Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	15-Jan-21	Friday, 13:30 - 16:30	NIE7-01-LT4	Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	

Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 09:30 - 12:30	NIE2-02-07 (Education Computing Lab 3)	Ms Jesmine Tan Sio Hwee, jesmine.tan@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	15-Jan-21	Friday, 18:00 - 21:00	NIE3-01-LT9	Ms Jesmine Tan Sio Hwee, jesmine.tan@nie.edu.sg	MATCIL students	MATCIL students	
MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 1	25	14-Jan-21	Thursday, 18:00 - 21:00	NIE3-01-LT10	Dr ANG LIANG PENG, liangpeng.ang@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	12-Jan-21	Tuesday, 09:30 - 12:30	NIE3-01-LT9	Dr ANG LIANG PENG, liangpeng.ang@nie.edu.sg	MATCIL students	MATCIL students	
MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 1	25	14-Jan-21	Thursday, 09:30 - 12:30	NIE3-01-LT9	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	12-Jan-21	Tuesday, 09:30 - 12:30	NIE2-01-LT5	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	MATCIL students	MATCIL students	
MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 1	25	14-Jan-21	Thursday, 13:30 - 16:30	TR215	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	MATCIL students	MATCIL students	
			Tutorial Group 2	25	15-Jan-21	Friday, 09:30 - 12:30	TR301	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	MATCIL students	MATCIL students	
MTCL912	Early Childhood Education in TCIL: Theory and Practice	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-LT10	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 1	30	12-Jan-21	Tuesday, 18:00 - 21:00	NIE5-01-LT12	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
MTD801	Professional Practice Inquiry Project	3	Tutorial Group 1	5	15-Jan-21	Friday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	MAPE FT Year 1 students (Aug 2020 intake) and PT Year 2 students (Aug 2019 intake).	MAPE FT Year 1 students and PT Year 2 students	Common class with MTD901
MTD808	Training Methods and Strategies	3	Tutorial Group 1	1	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	MAPE students	HD students	Common class with MTD908 and MID906
MTD901	Professional Practice Inquiry Project	4	Tutorial Group 1	20	15-Jan-21	Friday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	MAPE FT Year 1 students (Aug 2020 intake) and PT Year 2 students (Aug 2019 intake).	MAPE FT Year 1 students and PT Year 2 students	Common class with MTD801
MTD902	Foundations of Learning and Instruction	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE2-02-04 (Education Computing Lab 5)	Asst Prof Farhan Bin Ali, farhan.ali@nie.edu.sg	MAPE Year 1 students (Aug 2020 intake)	HD students	
MTD906	Quality Assurance Processes for Learning Organizations	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	IAL	Assoc Prof Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	MAPE Year 2 students (Aug 2019 intake)	MAPE Year 2 students	
MTD908	Training Methods and Strategies	4	Tutorial Group 1	9	14-Jan-21	Thursday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	MAPE students	HD students	Common class with MTD808 and cross-listed with MID906
MTL904	Functional Tamil Syntax	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE3-01-TR309	Assoc Prof SEETHA LAKSHMI, seetha.lakshmi@nie.edu.sg	MED (TL) students	HD students	
MUE901	Issues in Music Education	4	Tutorial Group 1	25	12-Jan-21	Tuesday, 18:00 - 21:00	NIE3-02-18 (Music Studio 3)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	MED (Music) students	HD students	
MUE903	Popular Culture and ICT in Music Education	4	Tutorial Group 1	25	13-Jan-21	Wednesday, 18:00 - 21:00	NIE3-02-09 (Keyboards Lab)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	MED (Music) students	HD students	Cross-listed with MPS907
NEDD912	Research Methods I	4	Tutorial Group 1	25	11-Jan-21	Monday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Shanti Divaharan, shanti.divaharan@nie.edu.sg	EdD students	EdD students	

Course Code	Course Title	Description	Academic Unit
EDCT901	Inquiry into Curriculum and Teaching	The course aims at assisting doctoral students in developing a critical, broad, and well-informed understanding of the complexity and dynamic nature of curriculum, curriculum making, and classroom teaching and a capacity for conducting inquiry into complex curricular and pedagogical issues. At the end of the course, students are expected to: (1) become familiar with the major works, ideas, and terms in curriculum studies and related fields; (2) be able to relate research on curriculum and teaching to broad social, cultural, institutional, and political contexts, issues and concerns; (3) apply theories to critically analyze specific curricular and pedagogical issues and formulate defensible solutions; (4) develop abilities to read, analyze, and critique scholarly texts and ideas; and (5) develop abilities to produce academic writing.	4
EDEL901	Sociolinguistic Perspectives on the Classroom	This course examines language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on Singapore classrooms.	4
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
EDLC901	Current and Emerging Theories and Practices in Leadership and Management	Much of the discussion on existing educational leadership in the past decade arrives at two main conclusions: (1) there is still a need for contextualizing leadership; (2) there is an emerging literature on the local context-influenced leadership practices; and (3) there is an increasing need for building up on leadership capacity in order to respond to the demands faced by education leaders today. Educational leadership theories that have emerged over the past decade reflect the responses of researchers, policy-makers and programme developers to these conclusions. Specifically, an increasing evidence-based literature has emerged to inform local educational leaders in leadership practices. This course focuses on the current and emerging theories and practices of leadership and management. The course also aims to compare leadership findings between western and eastern contexts.	4
EDLC902	Ethics for Leaders	The course encourages participants to take a comprehensive view of the normative dimensions of leadership and reflect on their roles as ethical leaders in their professional contexts. Leaders have the duty and responsibility to be clear about their personal and professional values and ethical commitments. They have the further responsibility of creating an environment that contributes to the moral development of their students, staff and/or other educational stakeholders. But what does it mean to develop a good person as well as a good citizen? What are the tensions leaders have to confront and negotiate in pursuing the goal of holistic development? How should leaders deal with potential clashes of values in terms of their obligations to self, the profession, as well as the organisation? This course encourages participants to explore the above questions through a critical engagement with relevant literature and real-life case studies.	4
EDLM901	Theory, Research and Practice in Teaching and Learning	This course on advanced educational psychology provides a detailed analysis of modern learning theories and practices as they relate to education. It embarks on a detailed investigation of major research in educational psychology focusing on learning cognition. Historically, the field of educational psychology gained from a series of learning theories, including behaviorism, social cognitive theory, information processing, and constructivism. In this course, these theories are examined in depth. The question, how do humans learn (best)? is at the heart of such theories, and graduate students are invited to construct and reconstruct their personal theories of learning throughout the course. However, modern day educational psychologists face questions that are considerably more varied and diverse than simply, what constitutes learning? Increasingly, they are concerned with a variety of topics, including knowledge building, the role of working memory, the importance of emotions and student well-being, encouraging innovation and critical thinking, incorporating learners with special needs, as well as engaging adult learners. In considering these topics, a common theme continues to be how psychological principles can illuminate processes of learning and teaching. This course thus considers how theory, research, and practice inform each other in order to improve the efforts of educators.	4

Course Code	Course Title	Description	Academic Unit
EDLM902	Understanding Learner Motivation: Theory, Research and Practice	As one of the two core concentration courses, this course provides participants with an in-depth understanding of the theoretical underpinnings of learner motivation. The course covers an overview of the central theories of motivation, with a focus on how these can be applied in the classroom context to foster learning. In doing so, participants will be invited to explore issues related to the motivation of learner, the factors affecting learner motivation, and the strategies that could be employed to promote motivation. Participants will be required to carry out a critical review of existing literature on motivational constructs of their interest, which leads to the development of a research proposal relevant to their anticipated EdD research.	4
EDLM903	Advances in Early Childhood Education: Issues and Trends	<p>This course aims to empower participants to explore and reflect critically on key current and historical issues and trends underpinning the developments of early childhood education (ECE), and through this, to examine and discuss how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands.</p> <p>Upon the completion of this course, participants should be able to</p> <ol style="list-style-type: none"> 1. Critically examine major contemporary trends and issues in early childhood education in both international and local contexts. 2. Identify key research papers in the areas of early childhood education in relation to the provision of quality care and education of young learners. 3. Synthesize literature review, and critically highlight and discuss salient trends and issues. Identify research gaps and questions relevant to the provision of quality care and education of young children, and make relevant applications to practices in the local early childhood context or to their EdD research in early childhood education. 	4
EDLM903	Advances in Early Childhood Education: Issues and Trends	<p>This course aims to empower participants to explore and reflect critically on key current and historical issues and trends underpinning the developments of early childhood education (ECE), and through this, to examine and discuss how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands.</p> <p>Upon the completion of this course, participants should be able to</p> <ol style="list-style-type: none"> 1. Critically examine major contemporary trends and issues in early childhood education in both international and local contexts. 2. Identify key research papers in the areas of early childhood education in relation to the provision of quality care and education of young learners. 3. Synthesize literature review, and critically highlight and discuss salient trends and issues. Identify research gaps and questions relevant to the provision of quality care and education of young children, and make relevant applications to practices in the local early childhood context or to their EdD research in early childhood education. 	4

Course Code	Course Title	Description	Academic Unit
EDLM904	Advances in Special Education: Issues and Trends	<p>This introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build ones personal views or perhaps even questions or change ones views about the education of children, adolescents and persons with special needs.</p> <p>This course aims to provide participants with an in-depth understanding of special education in both international and local contexts, and highlight varied viewpoints relating to issues in special education.</p> <p>Upon the completion of this course, participants should be able to:</p> <ol style="list-style-type: none"> 1. Critically examine the major contemporary issues in special education in both international and local contexts 2. Identify key research papers in the areas of special education as well as discuss contemporary and significant issues in special education 3. Explain relevance of identified issues and significant research to special education in Singapore. 4. Synthesized research findings to generate decisions about the implications of current issues for schools, teachers, parents, and students 5. Take a critical position, discuss current issues and identify research gaps and questions relevant to local special education context or to their EdD research in special education. 	4
EDME902	Curriculum Studies in Mathematics	<p>This course will give in-depth experience for EdD students to further explore and study curriculum issues within the context of mathematics education, both locally and internationally. The course aims to introduce participants to issues and research on curriculum development in relation to mathematics education. In particular, the objectives of the course are to: (1) familiarise participants with the process and issues of mathematics curriculum development; (2) examine and critique the development of the Singapore Mathematics Curriculum from the perspective of curriculum development process; and (3) analyse, critique, and compare and contrast mathematics curriculum of other countries with the Singapore Mathematics Curriculum.</p>	4
EDTM901	Trends and Issues in the Use of ICT in Education	<p>This course focuses on the study of emerging forms of technology mediated learning environment including but not limited to computer-supported collaborative learning, mobile assisted learning, digital game-based learning and gamification, ICT as cognitive and epistemic tools, flipped, blended and e-learning etc. It discusses the technological pedagogical affordances that give rise to these environments and the issues and research gaps pertaining to them.</p>	4
EDVP911	Drama Education, Curriculum and Assessment	<p>In this module participants will trace developments in drama education, both internationally and within Singapore, as they critically reflect upon the underlying historical, political, social and educational motivations and agendas in the field. Through theoretical discourses and embodied explorations participants will consider: (1) drama as an art form and the teaching of art for arts sake within formal and informal curriculum; and (2) types of learning that drama can facilitate within the formal and informal curriculum. To meet the growing interest and increasing demand for drama as a pedagogy and vehicle for learning, this course engages educators and researchers interested in developing drama-based studies with the foundational knowledge, history and frameworks for understanding and interrogating the field.</p>	4
MAC811	Multicultural Counselling	<p>When contemporary societies become more culturally diverse due to globalization, counsellors and their clients may not share the same sociocultural values. Counsellors can no longer assume that their counselling approaches are applicable to everyone. Counselling is not value-free but is embedded in worldviews mainly derived from Western and dominant cultures. As such, counsellors must be able to adapt their counselling processes when working with clients across cultural groups and social classes. The aim of this course is to help counsellors become more culturally competent in three main areas: becoming more aware of their own assumptions about human behaviours, values, normality, and wellbeing; becoming more aware of the worldviews of culturally diverse clients; and being able to develop intervention strategies consistent with the worldviews of their clients in Asian contexts.</p>	3

Course Code	Course Title	Description	Academic Unit
MAC815	Advanced Counselling and Interviewing Skills	This course examines the development of counselling skills through the counselling process involving phases of relationship building, problem exploration and identification, goal-setting, designing intervention strategies, evaluation outcomes and termination. This class is predominantly experiential. An emphasis is placed on the practice and demonstration of skills, development of counselling plans, and strategies for assistance.	3
MAC816	Group Process and Counselling	Theory and practice of group counselling will be presented, discussed, and practiced in this course. Students will learn about the principles of group dynamics, process and counselling techniques. Application of groups in community and educational settings for remedial and preventive purposes will be explored.	3
MAC816	Group Process and Counselling	Theory and practice of group counselling will be presented, discussed, and practiced in this course. Students will learn about the principles of group dynamics, process and counselling techniques. Application of groups in community and educational settings for remedial and preventive purposes will be explored.	3
MAC819	Programme Evaluation in Counselling and Guidance	This course provides the students with the basic understanding of procedures for counselling programme development and accountability/evaluation. It focuses on the needs assessment, planning, development, design, implementation and evaluation of a comprehensive counselling and guidance programme. The community and school-related issues and management competency of the counsellor will be emphasised.	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
MAC824	Introduction to Play Therapy	<p>Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour.</p> <p>Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Participants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.</p>	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.	0
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.	0
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

Course Code	Course Title	Description	Academic Unit
MAE901	Discourse Studies	This course will provide both a theoretical and practical introduction to concepts and techniques associated with the analysis of discourse. Students first familiarize themselves with the intellectual history of this interdisciplinary field, before turning to some fundamental issues that underlie the study of discourse. Topics covered include the relationship between language, thought and culture, the notion of context and its relation to linguistic form and function, ways of transcribing spoken discourse, and discourse in the multimodal communicational landscape. Students will read and discuss original research articles that employ various forms of discourse analysis to study how people use language to assert, negotiate, question, or challenge micro and macro social arrangements	4
MAE902	Language Acquisition Studies	This course examines theories of language acquisition (first, second, and bilingual) from psycholinguistic and sociolinguistic perspectives. A range of factors that affect the nature and route of language acquisition will be considered (e.g., age, cross-linguistic influence, linguistic environments, cognition, identity, power, etc.). A solid understanding of the nature of language acquisition is expected to provide good grounds for designing language teaching pedagogy.	4
MAE903	Sociolinguistic Perspectives on the Classroom	This course examines language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on Singapore classrooms	4
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
MAE908	Research in Teaching Written Discourse	The purpose of this course is to acquaint students with current theoretical models of writing that have informed recent research in the teaching of first language and second/foreign language writing. Discussion of major issues will include critical evaluation of writing research and instructional practices with reference to the development of writing competencies beyond the level of sentence decoding and production.	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
MALC801	Perspectives in Educational Leadership	Educational leadership is a complex concept, both in theory and in practice. It can be approached from many perspectives and this leads to many different models of explaining and practising it. In the current literature, there are many models of educational leadership, such as visionary leadership, moral leadership, transactional leadership, transformational leadership, instructional leadership, curriculum leadership, distributed leadership, teacher leadership, principle-centred leadership and learning-centred leadership. This course requires participants to review the literature on educational leadership and construct their own model of educational leadership that could link policy and implementation, and theory and practice in their context.	3
MALC803	Curriculum Theory, History and Issues	Basic to curriculum theory is to consider the key questions: What knowledge is of most worth to learners? What activities are of most effective in enabling learners to acquire this knowledge? Who benefits from different conceptions of knowledge and curriculum? What is the most appropriate way to organize these activities? How do I know if learners have acquired this knowledge? There is no one correct answer to these questions. Making decisions about curriculum issues entails defining what is desirable? and attempting to realize what is achievable in diverse human lives. Thus, the process of making curriculum decisions is, and should be complex and problematic. In this introductory course, students will review the history, and major themes in the curriculum studies. Students will examine varied ideological orientations, and become familiar with the structures that support ongoing discourses. They will develop critical and analytical skills appropriate to the scholarly discussion of curriculum and teaching problems.	3

Course Code	Course Title	Description	Academic Unit
MALC805	Seminars in Educational Inquiry	This seminar series is designed to help participants develop a well-informed understanding of what educational inquiry is and how such inquiry is conceived to investigate important educational issues and phenomena focusing on change, curriculum, pedagogy and assessment. It will discuss several important forms of qualitative research such as philosophical/conceptual analysis, document analysis, historical research, case studies, action research and narrative inquiry. Participants will learn to critically analyse pieces of educational research and conceptualise a proposal for an inquiry project.	4
MALC851	Organisational Learning and Development	This course explores some of the basic concepts that explain how organizations and individuals develop and learn. It draws upon recent research from different countries to illustrate contemporary educational practices. The course aims to provide a map of the main concepts which explain the notions of learning and development; illustrate how concepts of learning and development are to be found in the every-day practice of educators and education institutions; draw upon examples of learning and development practices from the international educational arena; use the notions of learning and development to analyze contemporary educational practices known to participants and then to reflect upon the lessons that are inherent in those practices.	3
MAP809	Theories and Techniques of Counselling	This course examines the nature of the counselling relationship, different approaches to counselling and the role of the counsellor working in various settings. Topics include an overview to counselling, theoretical approaches to counselling, counselling processes and methods, ethical standards and professional issues in counselling. This course is the prerequisite for MCP818 Advanced Counselling Skills.	3
MAP810	Psychological Assessment	This course provides basic assessment training for students from both the educational psychology track and the counselling psychology track. It examines theories and methods of psychological assessment in the context of education and counselling. Critical reviews and selection of standardised tests will be discussed. The course also provides guided practice in the administration of selected, commonly used tests and in the interpretation of psychological test results. This course is the pre-requisite for MEP 813 Psychological Testing.	3
MAS931	Debates and Issues in Geography Education	This course engages participants in the major debates and issues in geography education. It also focuses on the implications that these debates and issues have for the teaching of school geography in Singapore and beyond. The course is designed to help participants develop both a global understanding of these topics and an ability to apply key ideas in their practice.	4
MAS933	The Early Modern Origins of Globalization, 1450-1750	This course probes into the debate and origins of globalization in the early modern period. In the process, issues relating to crises and wars on a global scale, economic systems of the period, as well as issues pertaining to cultural diffusion are explored through films, discussions and presentations. These sub-topics are examined as part of approaches and modeling in the study of the globalization phenomenon in the first part of the course. The second part of the course explores facets of the phenomenon on the ground in various regions of the world from the Far East, Middle East to the Americas. Globalization is a topic that sees its share of discussion in the curriculums of history, geography, social studies and even the language and finer arts subjects in schools. Engaging the phenomenon and issues arising from this will hopefully permit a better facilitation of students learning.	4
MAS939	Action Research for Social Studies Teachers	This course seeks to encourage teachers to develop a critical and systematic inquiry on some aspects of their classroom practices through action research. It aims to promote their reflective practice and professional learning anchored on a commitment to improve their classroom practices. This course will focus on the work of scholars in the fields of action research and social studies, and examine the key theoretical underpinnings as well as the relevant research methods. Teachers will get to design and conduct an action research inquiry or project of their choice, and through their inquiry, reflect upon issues such as national education, values and citizenship education.	4
MAS981	Critical Thinking and Writing in the Humanities	This course will introduce students to the thinking and academic writing skills they need in history, geography and the social sciences and the ways these can be applied in social studies education. The ways in which arguments are constructed and presented will be studied through workshops and seminars. Students are required to play an active role in this course. The basic principles in critical thinking and writing are illustrated through practical examples prepared by students, which will become the basis for continuous assessment for the subject.	2
MCL807	Information Technology and Chinese Language Teaching	This course is concerned with the theories and practices in the use of information technology in Chinese Language teaching. This includes the effective use of Chinese software for developing listening, speaking, reading and writing skills; and the use of information technology in Chinese Language testing and evaluation. Principles and practices of multi-media and web-based teaching are incorporated. The systematic evaluation of digital teaching tools will be discussed (Taught in Chinese).	3

Course Code	Course Title	Description	Academic Unit
MCL901	Language Planning and Language Education	Language planning and language education complement each other. Language planning undergoes a stringent and comprehensive developmental process, providing recommendations to be implemented under language education. Language planning varies in different region in order to meet their respective needs, hence, resulting in the differences in language education. Understanding the relationship between language planning and language education will enable students to analyse, compare and objectively review the local language education.	4
MCL907	Chinese Language Curriculum Design and Instructional Materials Development	Language curriculum design and the development of instructional materials should cater to the differing learning needs of individuals in different regions. The Chinese language curriculum in Singapore uses a uniform set of syllabus and instructional materials for all students. Hence, during the teaching process, many teachers find that they need to adapt these to suit the varying abilities of their students.	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
MCP812	Group Dynamics and Counselling	This course examines the psychological processes underlying human interactions in groups. Current theories applicable to group work in counselling are considered. Students will be expected to develop a repertoire of skills and ideas and to develop communication skills essential to group counselling.	3
MCP814	Counselling: Applications across Cultures	This course examines dimensions of culture that may affect the receptivity of various populations to counselling, the effectiveness of alternative approaches to counselling, training requirements and desirable personal characteristics of counsellors working in multicultural settings. The final aim is to delineate the implications of the multi-ethnic population in Singapore for evolving effective, indigenous approaches to counselling, appropriate modes of service delivery, professional development of counsellors and research on counselling in Singapore.	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
MCP818	Advanced Counselling Skills	The pre-requisite course is MAP809 Theories and Techniques of Counselling. The aim of this course is for students to master advanced counselling skills which are found in most counselling approaches. On completion of the course students should be able to demonstrate competency in a range of counselling and crisis management skills. They will also be able to apply the contextual model as a meta-theoretical model to guide their counselling, and perform feedback-informed treatments.	3
MCP821	Cognition-Behavioural Management and Interventions	This course aims to provide students with a basic understanding of the theories, principles, procedure and practice of behavioural and cognitive-behavioural management. The basic assumption of the behavioural approach is that both desirable and undesirable behavior are learned and the best strategy for remediation of problem behavior is to structure the environment to reward desirable and extinguish maladaptive behavior. In the cognitive approach processes, and maladaptive behavior and emotions are changed by correcting dysfunctional beliefs and helping clients to develop new cognitive and behavioural patterns. Both approaches can be applied to a range of real life issues and problems of children, adolescents, and adults.	3

Course Code	Course Title	Description	Academic Unit
MCP822	Introduction to Play Therapy	<p>Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour.</p> <p>Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Participants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.</p>	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 600 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. Hours clocked during the practicum component of this program can be used as part of the total number of hours required for registration with the Singapore Register of Psychologists under the Singapore Psychological Society.	0
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 600 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. Hours clocked during the practicum component of this program can be used as part of the total number of hours required for registration with the Singapore Register of Psychologists under the Singapore Psychological Society.	0
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 society's 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
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 society's understandings of its past as well as visions and aspirations? Participants will be introduced to historical development, socio-economic assumptions, challenges of globalization and the implications of these and other factors on curricular reforms. As participants consider various approaches to exploring these questions, these insights will also guide their study of key curriculum issues in Singapore. The latter include the purposes of education, selection and organization of knowledge, access to knowledge, and methods of delivery in an increasingly global context. These analyses will be done in relation to both theory and practice, and with references to implementation issues in schools and classrooms.	4

Course Code	Course Title	Description	Academic Unit
MCT902	Crafting the Curriculum	<p>The process of analysis will reveal that curricula are by necessity always incomplete and imperfect-everything that is included (topic, activity, question, component, material, assessment, etc.) means that something else has been excluded. This being the case, students will suggest refinements to the curriculum they have analysed, based on their understanding of the 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.</p> <p>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?</p> <p>The process of analysis will reveal that curricula are by necessity always incomplete and imperfect-everything that is included (topic, activity, question, component, material, assessment, etc.) means that something else has been excluded. Th is being the case, students will suggest refinements to the curriculum they have analysed, based on their understanding of the needs of learners, the socio-political milieu, and the moral and ethical dimensions of schooling.</p>	4
MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	<p>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.</p>	4
MCT904	Understanding Teachers and Teaching: Theory and Practice	<p>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.</p> <p>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?</p> <p>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.</p>	4
MCT905	Theories and Perspectives of Learning	<p>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.</p>	4

Course Code	Course Title	Description	Academic Unit
MCT911	Curriculum Implementation and Educational Change: Concepts and Issues	<p>The overarching purpose of this course is to provide a theoretical, analytical, and practical framework for understanding some of the key issues and debates surrounding the implementation of national and school-based curriculum improvement efforts, professional development and school change. A variety of factors for understanding the complexity of curriculum implementation will be presented: school culture, the complexities of roles and relationships in schools, and policy implications of change initiatives.</p> <p>It is designed to encourage teachers and school leaders to examine their assumptions about the nature of educational change and the complex process of implementing planned change at the school and classroom levels. Participants will be expected to review, critically analyse and relate relevant literature to their own experiences of working with innovation and change initiatives in Singapore schools.</p>	4
MCT913	Differentiating Curriculum and Teaching for Diverse Learners	<p>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.</p> <p>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.</p> <p>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</p>	4
MCT921	Theory and Practice of Authentic Assessment	<p>This course aims to provide participants with a sound grasp of the theoretical underpinnings of authentic assessments as well as practical skills needed for designing authentic assessments. More specifically, it aims to provide participants with 1) conceptual clarity on authenticity 2) principles for designing quality authentic assessments; 3) a critical perspective of the role of authentic assessment within Singapore's educational system.</p> <p>The course will be conducted through discussions, group presentations, online forums, and hands-on activities. Participants are expected to critically appraise literature on authentic assessments and to develop an authentic assessment that will enhance the learning of their students.</p>	4

Course Code	Course Title	Description	Academic Unit
MCT942	Educational Neuroscience: Principles, Perspectives, Practices	<p>Advances in imaging techniques, behavioural and psychological research enable the integration of disciplines that investigate human learning, opening up possibilities for the enhancement, update and eventually the reform of educational theories and practices. The field of educational neuroscience and its potential contributions to educational research is now more pronounced than before. Apart from shedding light on brain mechanisms that underpin cognitive and social learning development, research on brain science is also contributing towards neurobiological evidence-based interventions that are addressing educational concerns. These include issues such as i) early learning struggles and early intervention, ii) challenges that individual differences pose, iii) effectiveness of educational and treatment approaches to cognitive struggles and deficits, iv) widening possibilities that brain plasticity brings to normal (e.g. life-long learning) and more. Such a neuroscience and education convergence not only carry multiple implications for educational policy but at the same time, foregrounds the mutual benefits of the interaction between neurobiology and education, as education may also conceivably offer a naturalistic framework for research on the brain.</p> <p>This course is designed to follow the Foundations in Science of Learning course, and although it is not necessary to have taken this course previously, students will be expected to undertake some specified pre-reading.</p>	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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MDP903	Counselling Children and Adolescents	Teachers and other helping professionals who might not have the knowledge about basic counselling concepts and skills are often at a loss when faced with children or adolescents who need psycho-social and emotional support. This course provides one with information and skills needed to do basic counselling in settings such as schools and other educational centers.	4
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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MDP905	Individual Differences and Learning	The proposed changes are a response to student feedback that the course scope be broadened. The expanded scope of content and the revised assessment modes increase flexibility within the course to better meet participants individual needs and interests. The changes also better align the course with the global literature on individual differences and strengthen its alignment with international benchmarks for similar courses. We expect that students will find the course builds their capacity to create more responsive learning environments to cater to a broader range of individual differences. We anticipate that the changes will also make the course more attractive to those who teach in non-educational settings. The changes may strengthen the competitiveness of the course and attract more applications to the MDP programme.	4
MDP906	Personality and Attitude Assessment	This course covers the non-cognitive aspects of educational assessment. Non-cognitive attributes such as attitudes, interests, and personality are important to education for the 21st century. The course complements those of cognitive assessments, to provide the breadth of knowledge for a MEd (Educational Assessment) specialist.	4

Course Code	Course Title	Description	Academic Unit
MDP907	How to Nurture Creative and Happy Learners	<p>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.</p> <p>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.</p>	4
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MDP908	Evaluation of Programs in Schools and Community Organizations	<p>It is important that stakeholders are able to know if current programmes in schools and organisations are effective and are bringing about the intended outcomes as planned. Periodic monitoring is also important to ensure that the standard and quality of the programmes remain robust. This course is therefore designed to help practitioners learn the skills of programme evaluation to enable them to appraise educational, social and community programmes in their organisations in a scientific and systematic manner - one that is grounded in the science of programme evaluation.</p>	4
MDP910	Theory, Research and Practice in Teaching and Learning	<p>This course provides a detailed analysis of contemporary learning theories and practices as they relate to education. It embarks on a detailed investigation of major research in educational psychology focusing on learning cognition. Historically, the field of educational psychology gained from a series of learning theories, including behaviourism, social cognitive theory, information processing, and constructivism. In this course, these theories are examined in depth. The question, how do humans learn (effectively)? is at the heart of such theories, and participants are invited to construct and reconstruct their personal theories of learning throughout the course. However, modern day educational psychologists face questions that are considerably more varied and diverse than simply, what constitutes learning? Increasingly, they are concerned with a variety of topics, including knowledge building, the role of working memory, the importance of emotions and student well-being, encouraging innovation and critical thinking, incorporating learners with special needs, as well as engaging adult learners. In considering these topics, a common theme continues to be how psychological principles can illuminate processes of learning and teaching. This course thus considers how theory, research, and practice inform each other in order to improve the efforts of educators.</p>	4
MDP911	Understanding Learner Motivation: Theory, Research and Practice	<p>This course provides participants with an in-depth understanding of the theoretical underpinnings of learner motivation. The course covers an overview of the central theories of motivation, with a focus on how these can be applied in the classroom context to foster learning. In doing so, participants will be invited to explore issues related to the motivation of learner, the factors affecting learner motivation, and how this motivation and its underpinning factors can be assessed. Further, the strategies that could be employed to promote motivation will also be explored. Participants will be required to carry out a critical review of existing literature on motivational constructs of their interest, which leads to the development of a research proposal.</p>	4

Course Code	Course Title	Description	Academic Unit
MDR901	Theatre Making: Theory, Practice, Pedagogy	<p>This course addresses the growing interest in the use of drama as a pedagogical tool in schools. It addresses the processes of theatre-making, as well as the theories that accompany them, as creative and engaged participants. It will consequently focus on the understanding of theoretical frames, their translation and applicability to the practice of theatre-making, and the use of such practice in the creative classroom. The course is thus suited for educators who want to develop alternative learning spaces that draw on theatre as a creative and dynamic medium. It requires students to have comprehensive knowledge of the theories introduced and to experiment with theatre as a collaborative art form, as well as participate in dialogical processes of developing a vision for theatre in relation to context and culture.</p> <p>The course will be conducted as a lecture/seminar/practical workshop that involves students in critical reading and analysis, theatre improvisations, group discussions and individual reflection. These are done as both non face-to-face and face-to-face activities.</p>	4
MDR902	Drama Education, Curriculum and Assessment	This is a new course for the M.Ed. (Drama) programme and will be a required specialization course. It is a pedagogical methods course and is an integration of 2 old modules Contextualizing Drama Education, and Drama Curriculum as creative Practice. The module covers the basics principles of drama education, drama in the curriculum and assessment in drama.	4
MDR904	Arts-based Research	This is a new course that investigates forms of arts-based research and is structured for students doing CI route. It is also an option for those wishing to take a dissertation and explore possible arts-based research methodologies.	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
MEA904	Art Making and Aesthetic Enquiry	* To discover and observe contemporary art practices through artist studio visits * To evaluate and experiment with one's own artistic practice. * To produce a body of work through a personal artistic investigation.	4
MEC901	Child Development (0-8 years)	<p>The MEC901 Course which is the first specialisation course in the MEd (EC) Program, provides the foundation for all the other specialisation courses.</p> <p>This course will help participants conceptualize children's development across infancy, pre-school and primary school years (birth to 8 years) through the critical review of/reflection on various developmental theories, models, approaches and scholarly works.</p>	4
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MEC902	Issues and Trends in Early Childhood Education	This course aims 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
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Course Code	Course Title	Description	Academic Unit
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 study's 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
MEC904	Assessment in Early Childhood Education	Assessment had become an important aspect in the early years as teachers need to document and provide evidence of children's learning to various stakeholders such as parents and government authorities. In this course, participants will examine discourses and issues in assessment in early childhood (0-8 years old), and critically evaluate and (re-)design the assessment framework and related practices at a particular setting.	4
MEC907	Diversity in Early Childhood Education	Early Childhood (EC) classrooms in Singapore are becoming more and more diverse in nature. Teachers need to learn to work with children and families from different cultures and backgrounds. This course will introduce participants to the concepts of diversity and social justice in the early years. Participants will learn the importance of being aware as well as acquiring the necessary knowledge, skills, attitude, experience and dispositions to develop a personal pedagogy which promotes diversity and social justice to work with young children in EC classrooms. They will also learn the importance of promoting children's voices in research, practice and policy in the field of early childhood care and education (ECCE).	4
MEC908	Early Intervention	This course features a multi-disciplinary nature, which is crucial to transdisciplinary collaboration, a fundamental tenet within the early intervention of young children with disabilities as well as those at risk. A primary focus is the theoretical tenets, contextual elements in the practice of early intervention, and evidence-based intervention approaches. Participants will be guided through various formats of learning to be able to understand the history and theories of early intervention in the global literature, as well as to apply their understanding in the investigation of the contemporary early intervention programs, practices, policies, and future trends for development.	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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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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Course Code	Course Title	Description	Academic Unit
MEL901	Language and Literature Education	Historically, literature and language have not been dichotomous terms. Literature as a concept emerged in the fourteenth century and its latin root is littera denoting a letter of the alphabet. In this sense literature was tied to literacy or, more specifically, the ability to read. It was only later that literature became connected to the concept of taste involving the ability to read particular kinds of text and the discipline emerged in distinction from fields of language and linguistics. In this course, we seek to examine historically the disciplinary schism between English language and English literature and explore socio-cultural, linguistic and textual theories advocating an integrated approach to English language teaching. In the process, we aim to problematize the dichotomies between reading and writing, literacy and literariness, the functional and the aesthetic.	4
MEL902	Analyzing Literature and Language	This course introduces participants to the study and analysis of styles in canonical and non-canonical literary texts, as well as other similarly creative texts such as advertisements, using fundamental linguistic and literary tools. It is an interdisciplinary course spanning the borders of English language and English literature, which are presently framed in the school curriculum as two subjects even though they are mutually constitutive fields of inquiry. As education expands globally and exponentially, it is imperative that both language teachers and literature teachers promote learners who are able to systematically identify and critically evaluate or appreciate the qualities of language used for particular effects in a plethora of creative texts which exist around them. Participants in this course will have opportunities to examine and describe the forms of texts, interpret their communicative functions and offer evaluations of the textual effects created, supported by language-based evidence.	4
MEL913	Materials Design and Development	The course will deal with principles and techniques in the evaluation, adaptation and development of English language teaching-learning materials for school-age learners. It will prepare students to understand the principles of materials design and think about the place of materials in course planning and teachers role in evaluating and adapting published materials, and selecting and designing supplementary materials. Systematic procedures for materials evaluation will be introduced and students will source, analyse and consider how to exploit supplementary materials that fulfill curricular objectives. Finally, since it is essential that teachers know how to design materials, students will be guided to develop their own materials for the teaching of language systems and skills, and for the promotion of higher-order thinking skills. Concepts such as differentiation, interdisciplinarity and learner involvement in materials selection and creation will be discussed.	4
MEL915	Language Assessment in the Classroom and Beyond	This module aims to teach theories and applications of language assessment in classrooms and beyond. Students will be introduced to (1) fundamental concepts, principles, and issues in language assessment; (2) approaches to and procedures for designing and constructing language tests, and (3) fundamental concepts in quantitative data analysis with specific focus on classroom applications. The module presents language assessment and data analysis in a pragmatic and easy-to-understand way and addresses some of the perpetuating misconceptions concerning language assessment.	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
MEL929	Teaching Singapore Literature	Schools in Singapore are increasingly encouraged to introduce Singapore literature into the curriculum. This course aims to introduce participants to a range of Singapore literary texts and the teaching of such texts in a way that would be both appealing and useful for teachers pursuing the Master of Education (English) programme. The course will cover almost a century of Singapore literature, looking at the genres of drama, poetry, novels and essays. While the course will be largely chronological, emphasis will be put upon texts deemed of especial worth, content- and linguistically-rich, and potentially fascinating for primary, secondary, and junior college students to encounter and experience in their respective classrooms. It is hoped that such a course will inspire and encourage teachers to introduce a wider and more nuanced range of Singapore texts to their students, and to become more aware of the nature and forms of literature created within Singapore as well as the socio-historical contexts (c. 1930-2020) out of which each text emerged.	4
MEM807	Principalship and Teacher Performance	Principals have a major remit for maintaining and improving the quality of their schools. They are responsible for ensuring that the schools basic requirements for competence are met and for helping the school and its professional workforce transcend competence by inspiring commitment, performance and educational excellence. The content covers the changing role of the principal, the key tasks of principalship and the educative leadership role of the principal in bringing about teacher learning and professional development.	3

Course Code	Course Title	Description	Academic Unit
MEM829	Mentoring for Professional Development and Leadership Succession	This course offers educators working in schools and other organisational settings a solid foundation on a variety of issues pertaining to mentoring. In preparing participants for current research in the field, this course explores traditional and new approaches in workplace mentoring. It will benefit participants who are holding leadership positions or who aspire to become leaders. Leaders or aspiring leaders at various levels of the educational hierarchy are inevitably expected or required to mentor others. Mentoring is also an integral aspect of the recent Ministry of Education's move to appoint master teachers and increase the number of senior teachers in school. Beyond formal mentoring, informal mentoring in professional development and leadership succession permeates the education system. This course provides participants with a better understanding and prepares them for the creation of new knowledge in leadership mentoring. The course aims to prepare students for the creation of new knowledge in mentoring. In the process of preparing students for current research in the field, there is exploration of traditional and new approaches in mentoring.	3
MEM851	Key Issues in Education Policy	Key Issues in Education Policy is a course aiming at exploring different issues relevant to education policy (EP). This course does not take the conventional approach that follows the different sociological theories and their implications on EP. However, this course applies a topic/theme-oriented approach to explore education policy with a specific focus on local practices and international comparison. Various themes like the role of state, marketization, social equity, multiculturalism and official knowledge will be explored in conjunction with the discussion of EP in local as well as global context. These themes are chosen in accordance with the Singaporean education context. By mapping out a global picture of EP, the issues of policy borrowing will also be part of the course. Each of these themes will be accompanied by a correspondingly substantial case study.	3
MEM904	Principalship and Teacher Performance	Principals have a major remit for maintaining and improving the quality of their schools. They are responsible for ensuring that the schools' basic requirements for competence are met and for helping the school and its professional workforce transcend competence by inspiring commitment, performance and educational excellence. The content covers the changing role of the principal, the key tasks of principalship and the educative leadership role of the principal in bringing about teacher learning and professional development.	4
MEM906	Contemporary Issues in Mentoring for Leaders and Practitioners	This course offers leaders and practitioners a foundation on contemporary and emerging developments in the field of mentoring. Mentoring at workplace primarily focuses on its significance in professional development to benefit the mentor, protégé and organization. This course caters to leaders, aspiring leaders, and practitioners who are keen to examine existing research and practice. There is an emphasis on generative learning to create better mentoring paradigms in the midst of on-going change.	4
MEM914	Key Issues in Education Policy	This course critically explores key issues in Education Policy (EP) by using Singapore as an illustrative case study. This course does not take the conventional approach that follows the different sociological theories and their implications on EP. Nor is it a how-to course for educators to acquire and apply specific skills, techniques and strategies to their professional work. Rather, this course applies a topic/theme-oriented approach to encourage participants to be critical thinkers and reflective practitioners by exploring education policy with a specific focus on local practices and international comparison. Various themes such as the culture of educational policy-making, values inculcation, 21st century education, and education policy borrowing will be explored in conjunction with the discussion of EP. These themes are chosen in accordance with the Singaporean education context.	4
MEM931	Research Methods in Education	This course introduces research methods applied in doing educational research. It will include quantitative, qualitative, and mixed methods research approach. The rigor or quality of research is highlighted, potential threats to research quality are analyzed, and strategies for doing rigorous research are discussed. Participants will learn how to choose research methods in order to achieve the purpose of a research study. They will learn the process of doing research, various research designs and data analysis techniques. Participants will also be provided actual experience in reading and evaluating research papers as well as designing their own research.	4

Course Code	Course Title	Description	Academic Unit
MEM932	Critical Inquiry	<p>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.</p> <p>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.</p>	2
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MEP820	Psychoeducational Interventions for Special Needs	<p>This course aims to follow a scientist-practitioner model to develop skills in constructing and implementing various behavioral interventions within applied settings such as schools, community centres, clinics and homes. It intends to follow a hands-on approach towards providing students with essential background knowledge and tools to conduct effective evidence-based interventions for the most common reasons for referrals to educational psychologists within applied settings.</p>	3
MEP821	Cognitive Behavioural Management and Interventions	<p>The pre-requisite course is MAP809 Theories and Techniques of Counselling. This course aims to provide students with a basic understanding of the theories, principles, procedures and practice of behavioural and cognitive-behavioural management. The basic assumption of the behavioural approach is that both desirable and undesirable behaviour are learned and the best strategy for remediation of problem behaviour is to structure the environment to reward desirable behaviour and extinguish maladaptive behaviour. In the cognitive approach, behaviour and emotions are viewed as resulting from cognitive processes and maladaptive behaviour and emotions are changed by correcting dysfunctional beliefs and helping clients to develop new cognitive and behavioural patterns. Both approaches can be applied to a range of real-life issues and problems of children, adolescents, and adults.</p>	3
MEP822	Early Intervention	<p>This course focuses on early intervention targeted at students with disabilities and those at risk of developmental delay. With early intervention as its focus, this course would focus on children in the early years aged from birth to 8 years. This course would provide an introduction to the key principles in early intervention and their application to different groups of children at risk as well as those with developmental disabilities. Participants will be encouraged to link theoretical perspectives and empirical studies for critical examination within the local context.</p>	3
MEP823	Learning Disabilities	<p>This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges. It introduces students to the nature and cause of learning disabilities, and their assessment and intervention. It will also examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field.</p>	3
MEP824	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy	<p>The proposed course aims to equip trainee psychologists and Heads of Department with foundational knowledge of a multi-tiered system of support, which will enable schools to identify and serve students who struggle with reading and require additional support. Participants in the course will learn how to address literacy problems for all students through increasingly differentiated and intensified literacy assessment and instruction.</p>	3

Course Code	Course Title	Description	Academic Unit
MEP825	Introduction to Play Therapy	<p>Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour.</p> <p>Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Participants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.</p>	3
MEP832	Practicum in Educational Psychology I	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	0
MEP832	Practicum in Educational Psychology I	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	0
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 600 hours (over 2 practicums) to obtain hands-on experiences in providing school psychological services. Hours clocked during the practicum component of this program can be used as part of the total number of hours required for registration with the Singapore Register of Psychologists under the Singapore Psychological Society.	0
MES900	Research Methods in Exercise and Sport Studies	<p>This course will equip students with an overview of research methods relevant for exercise and sport studies. Topics covered include: approaches/perspectives in research methodologies, critical thinking, communication of research, ethics in research, quantitative methods, qualitative approaches, and advances in research methodologies.</p> <p>Primarily, students will learn about the implications of research methods through multiple mini-research projects. A mix of face-to-face interactions, online learning and group work is implemented in this module.</p> <p>By the end of the module, the student will be able to: Articulate what research methods is about comprehensively. Demonstrate critical thinking necessary for producing and consuming research. Produce prototypes of qualitative and quantitative research. Make an ethics application (IRB) Demonstrate grasp of contemporary issues in research methods.</p>	4
MES901	Integrative Project	<p>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.</p> <p>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.</p>	2

Course Code	Course Title	Description	Academic Unit
MES906	Exercise Physiology	<p>This course explores how the human body responds to acute and chronic physiological demands of sports and exercise.</p> <p>The module will cover energy systems, cardiovascular and respiratory regulation, skeletal muscle physiology and aspects of environmental effects on sports and exercise performance. An integrative approach is adopted to link between basic theories and applied concepts in real life situations. A key focus will be on how research and the underlying exercise physiology principles are relevant to the practitioner. Common assessment techniques with practical applications in sports and exercise physiology will be discussed.</p> <p>Students will perform laboratory work using state-of-the-art equipment, alongside lectures and tutorials. A mix of face-to-face interactions, online learning and group work is implemented in this module. It is intended that students be guided to holistically integrate the knowledge presented throughout the module.</p>	4
MES910	Physical Activity, Nutrition & Health	<p>This course will equip students with an understanding of the role of physical activity and nutrition in preventing chronic non-communicable lifestyle diseases. 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.</p>	4
MES914	Trends & Issues in Physical Education & Sport	<p>This is an advanced subject where readings and discussions of current problems in physical education and sport are expected of the students. The focus will be on critically analyzing issues and trends in the field of physical education and sport, with an emphasis on understanding the impact of the field to education and society. Implications for the future are also explored. Students will get an opportunity to undertake a mini-action research on a related topic in PE and sport and share their findings with the class. A mix of face-to-face interactions, online learning and reflections, and group work is used in this module. It is intended that students be guided to holistically integrate the knowledge presented throughout the module.</p>	4
MID845	Capstone Project for Instructional Design	<p>This is to be added as a Core Course for MA-IDT students doing the All-coursework option, to replace the current MMM800-Critical Inquiry course. Instructional designers are involved in training development activities related to one or more areas in the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) process. In this capstone project, students select an area of focus from the following options to complete a workplace project. The options are to:</p> <p>Conduct a Needs Analysis: The project deliverable will be a Needs Analysis report (6000 words maximum, excluding references and appendices) summarizing the data collected, its analysis as well as recommendations for training interventions;</p> <p>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.</p> <p>Conduct a Programme Evaluation: The project deliverable will be an Evaluation Report (6000 words maximum, excluding references and appendices) summarizing the evaluation instruments used, data collection methods, data analysis as well as the recommendations for programme improvement.</p> <p>The projects can be based on performance problems from the students workplace or organizations that students have approved access to. In each option, students need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the MA-IDT programme can be used to address these performance problems. Throughout the process, students will be assigned to supervisors who will serve as mentors for the project.</p>	3
MID901	Instructional Design Models and Practices	<p>In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.</p>	4

Course Code	Course Title	Description	Academic Unit
MID906	Training Methods and Strategies	Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. This course aims to provide conceptual understanding of the theoretical underpinnings of selected training / instructional methods and strategies. It aims to provide opportunities for students to explore concrete training / instructional design theories and to design appropriate strategies and / or activities to achieve the instructional objectives.	4
MID917	Designing e-Learning	This course explores issues of design in the crafting of learning technologies (i.e., e-learning), activities that foster learning, and overall learning environments. The following topics will be covered: the use of IT tools to support e-learning systems, the design of various instructional strategies used in e-learning system, and e-learning issues.	4
MID941	Evaluation Models and Methods	<p>This is a core course for MAIDT program. Program evaluation is important for instructional design as it 1) helps determine the merit and worth of an instructional package, and 2) helps identify the strength and area for improvement to assist decision making and program development.</p> <p>This course is intended to provide students with an understanding and awareness of the basic philosophical, procedural, and technical aspects of evaluation. The primary goal is to help students achieve a level of basic knowledge and skills in the application of acceptable and efficient models to the evaluation of programs. Students will systematically design an evaluation plan as the final project for the course.</p>	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	<p>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:</p> <ol style="list-style-type: none"> 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. <p>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 these performance problems. Throughout the process, students will be assigned to supervisors who will serve as mentors for the project.</p>	4

Course Code	Course Title	Description	Academic Unit
MLS900	Science Communication	It is important for Science to be communicated effectively across all levels, given its large impact on society and vice versa. All science professionals, whether they are in education, research or industry, will need to engage different audiences in science communication at various points in their work. It is therefore essential for them to be equipped with the knowledge and skills to evaluate scientific information and communicate it using audience-appropriate styles and platforms. Given its high relevance and wide applicability in the science-rich workplaces for graduates from the MSc (Life Sciences) programme, Science Communication is proposed as a core course for all students in the programme.	4
MLS921	Critical Inquiry (Chemistry)	This is a compulsory experimental course offered to MLS (Chemistry) participants to enable them to solve real life problems. This course will enable participants to enhance their higher order thinking skills like critical thinking and problem solving; and apply chemistry knowledge through the use of the scientific inquiry approach to solve related chemical problems. Experimental techniques and relevant instrumentation related to different areas of chemistry will be introduced. This course will be taught by a team of chemists with different backgrounds and participants will benefit from the diverse range of topics and ideas presented.	2
MLS928	Green Chemistry	Green chemistry, also called sustainable chemistry, encourages the design of products and processes that minimize the use and generation of hazardous substances. The introduction of this course is to expose participants to the principles of green chemistry and their extensive application potentials in various chemistry and related fields, e.g. Physics, Molecular Biology, and Environmental Science. The course covers topics like waste minimization, atom efficiency, solvent selection, (bio)catalysis, renewable resources and energy efficient processes.	4
MLS962	Environmental Health and Toxicology	The study of the effect of pollution on natural ecosystems by examining biological responses at all organismal levels (molecular to whole organism) using biomarkers is an increasingly popular tool for managing environmental health by various governmental bodies. MSc (LS) Environmental Science candidates who take this course will have an opportunity to run laboratory experiments using known pollutants. Field sampling will be conducted to examine possible correlations with environmental contamination, allowing candidates to experience a direct application of ecotoxicology techniques as an environmental management tool. This experimental extension allows for a more rigorous assessment of a research-based course.	4
MLS971	Critical Inquiry (Environmental Biology)	This is a compulsory course offered to participants who are enrolled in the Critical Inquiry (CI) route. Participants in this course will acquire experimental skills/techniques specific to the Environmental Biology specialisation of the Life Science Programme. This field and lab-based course introduces current research approaches and methods employed by scientists in gathering data pertaining to plant and animal physiology, biochemistry and molecular biology, adaptations and behaviours. Participants will have the opportunity to conduct field experiments under the guidance of experts using field instrumentation and laboratory analyses. Techniques include plant physiology, ecotoxicology, chemical ecology, microbiology, molecular biology and pharmacognosy. Participants will also conduct field experiments and analyses of research data.	2
MLS987	Contemporary Topics in Zoological Sciences	This seminar course focuses on current research areas, topics and reviews of literature in zoological sciences. As graduate students are expected and encouraged to read current zoological science research literature critically and widely, each time this course is conducted, a recently published edited book in relevant zoological science themes will be selected by the instructors to be used as the course resource. Seminar resource material (i.e., the edited book) will be selected on a thematic or disciplinary basis, rather than on a taxon-specific basis. Each student is required to read, synthesise, critique and make a class presentation on an assigned chapter of the book. In addition, the students are expected to read the entire book so that they can engage each presenter in fruitful discussions during the seminar presentations. Through this method of individual in depth research on one topic plus the discourse with course mates on related topics, the learning is self-directed as well as collaborative in nature.	4
MLT903	Technologies as Cognitive Tools	Topics include: * Definition of cognitive tool and reasons for using technology as cognitive tools * Classification of cognitive tools and research * Concept of affordances * Use of web 2.0 tools as cognitive tools * Theoretical underpinning of concept/mind mapping tools * Theoretical underpinning of computer supported collaborative learning (CSCL) * Affordances of CSCL tools for teaching and learning	4

Course Code	Course Title	Description	Academic Unit
MLT909	Research Methodologies for the Learning Sciences	1. Concept, purpose and process of conducting research 2. Research and ethics 3. Identifying research problem 4. Conducting critical literature review 5. Writing research questions 6. Designing surveys and interviews 7. Collecting quantitative data 8. Collecting qualitative data 9. Analysing quantitative data 10. Analysing qualitative data 11. Reporting research	4
MLT912	Design for Blended Learning	This course introduces the theoretical foundations of blended learning and different forms of blended learning -blended asynchronous learning (e.g., using discussion forums), blended synchronous learning (e.g., using video conferencing), and flipped classroom (e.g., using recorded videos) - and providing practical guidelines on designing the blended learning environment in the school context. The focus of the course is on designing the blended learning environment and facilitating student learning in the environment.	4
MME906	Curriculum Studies in Mathematics	This is a specialisation elective course for the MEd (Mathematics) programme. The course contributes to the following programme objectives particularly in the area of curriculum studies in mathematics: (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
MME921	Singapore Primary School Mathematics	This is a specialisation elective course for the MEd (Mathematics) programme. The course contributes to the following programme objectives particularly in the area of teaching primary school mathematics in Singapore: (1) provide participants with the knowledge and skills related to specific ideas in mathematics education; (2) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom.	4
MME931	Contemporary Issues in Mathematics Education	This is a specialisation elective course for the MEd (Mathematics) programme that offers special topics in mathematics education. It contributes to one or more of the following programme objectives: (1) develop the participants competencies in conducting educational research; (2) provide participants with the knowledge and skills related to specific ideas in mathematics education; (3) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom; (4) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom, or (5) develop the participants disposition of inquiry towards issues and topics in mathematics education. This course also serves to enhance the programme by tapping into the knowledge and expertise of researchers who are involved in cutting edge research in this field of study. This course may be structured in such a way that it is offered as an intensive course within a short period of about two weeks. As such, it is suitable for full-time students or students who need to take courses over a shorter period of time.	4
MML903	Literature Education	This course covers the aims, objectives and functions of literature education with special focus on the teaching of literature in Singapore. It will include a wide range of topics such as the principles, approaches, methods, techniques, assessment and evaluation of literature; the innovative and creative pedagogy of teaching traditional and modern Malay texts to new generation of learners and readers, and learners with special needs; the challenges and issues related to reading of controversial literature texts or forbidden books, suitability and classification of books, censorship and notions of freedom of expressions and choices. This course will further enhance the participants and/or educators knowledge and skills in teaching literature in schools.	4
MML910	Bilingualism and Multilingualism	This course is aptly introduced due to the importance of bilingualism and multilingualism in Singapore and the world today. This course focuses on the study of bilingualism and multilingualism from the perspectives of the individual and society.	4

Course Code	Course Title	Description	Academic Unit
MMM800	Critical Inquiry	This capstone course requires the participants to identify a problem which forms the focus of inquiry, locate and read the most relevant literature and undertake some data analysis (as appropriate) to generate suggested potential solution(s) to address the problem. The solution(s) should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the problem. (This course is only available to participants selecting the coursework only option.)	3
MMM800	Critical Inquiry	This capstone course requires the participants to identify a problem which forms the focus of inquiry, locate and read the most relevant literature and undertake some data analysis (as appropriate) to generate suggested potential solution(s) to address the problem. The solution(s) should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the problem. (This course is only available to participants selecting the coursework only option.)	3
MMM800	Critical Inquiry	This capstone course requires the participants to identify a problem which forms the focus of inquiry, locate and read the most relevant literature and undertake some data analysis (as appropriate) to generate suggested potential solution(s) to address the problem. The solution(s) should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the problem. (This course is only available to participants selecting the coursework only option.)	3
MPM901	Assessment Principles and Methods	A foundational knowledge of measurement and assessment in education is requisite to the MEd (Educational Assessment) specialization. This course introduces participants to the general process of educational assessment and the key concepts, principles, and techniques of 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
MPM905	Programme Evaluation	It is important that stakeholders are able to know if current programmes in schools and organisations are effective and are bringing about the intended outcomes as planned. Periodic monitoring is also important to ensure that the standard and quality of the programmes remain robust. This course is therefore designed to help practitioners learn the skills of programme evaluation to enable them to appraise educational, social and community programmes in their organisations in a scientific and systematic manner - one that is grounded in the science of programme evaluation. As a specialisation elective, the course caters to the interested MEd (Educational Assessment) student.	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
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
MPM910	Multivariate Statistics	This course is designed for higher degree students who want to apply different multivariate statistical methods into applied fields such as educational measurement, experimental/quasi-experimental studies and correlational studies. The students will get hands-on experience in running SPSS and AMOS to analyze data.	4
MPS903	Technologies as Cognitive Tools	Topics include: * Definition of cognitive tool and reasons for using technology as cognitive tools * Classification of cognitive tools and research * Concept of affordances * Use of web 2.0 tools as cognitive tools * Theoretical underpinning of concept/mind mapping tools * Theoretical underpinning of computer supported collaborative learning (CSCL) * Affordances of CSCL tools for teaching and learning	4
MPS904	Assessment Principles and Methods	A foundational knowledge of measurement and assessment in education is requisite to the MEd (Educational Assessment) specialization. This course introduces participants to the general process of educational assessment and the key concepts, principles, and techniques of assessment.	4
MPS906	Drama Education, Curriculum and Assessment	This is a new course for the M.Ed. (Drama) programme and will be a required specialization course. It is a pedagogical methods course and is an integration of 2 old modules Contextualizing Drama Education, and Drama Curriculum as creative Practice. The module covers the basics principles of drama education, drama in the curriculum and assessment in drama.	4

Course Code	Course Title	Description	Academic Unit
MPS907	Popular Culture and ICT in Music Education	<p>This course consists of two main components. Firstly, it examines the development and practice of popular musics through practical sessions and critical review, and explores fundamental concepts and issues on their applications and implications in the music classroom. Secondly, it provides a theoretical basis for developing music curriculum and pedagogy for schools by examining ways in which ICT is used in music and music education.</p> <p>* Popular musics and their significance in music education. * Development of popular musics from its Anglo-American Roots; development of vernacular pop musics in Asia such as J pop, K pop, Bhagra, Mat-Rok and Canto-Mando pop. * Exploring musical genres: Rhythm Blues, Funk, Soul, Blues, Rock Roll, Rock, Fusion Rock, Heavy Metal and standard Top 40s pop and media music charts. * Learning to Perform in a real music setting; practical sessions on the basic techniques of various pop instruments. * Popular music pedagogical practices and their applications in the music classroom. * Theoretical survey of ICT applications and platforms and their practical applications in music teaching and learning.</p>	4
MPS908	Learning Disabilities	<p>This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges.</p>	4
MSC904	Alternative conceptions and conceptual change in science learning	<p>This course introduces constructivist learning theories and conceptual change theories as well as methods to determine alternative conceptions in the context of science learning. It will create greater awareness of the difficulties in learning science, how to diagnose these difficulties, and how to design interventions to address them.</p>	4
MSE901	Issues and Trends in Special Education	<p>This introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build one's personal opinions or perhaps even question or change one's opinions about the education of children and adolescents with special needs.</p> <p>The course will provide participants with an understanding of special education in both international and local context, and highlight varied viewpoint relating to issues such as inclusion, accommodation of students with special needs, and the application of evidence-based practices.</p>	4
MSE901	Issues and Trends in Special Education	<p>This introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build one's personal opinions or perhaps even question or change one's opinions about the education of children and adolescents with special needs.</p> <p>The course will provide participants with an understanding of special education in both international and local context, and highlight varied viewpoint relating to issues such as inclusion, accommodation of students with special needs, and the application of evidence-based practices.</p>	4
MSE911	Learning Disabilities	<p>This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges.</p>	4
MSE911	Learning Disabilities	<p>This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges.</p>	4
MSE912	Early Intervention	<p>This course features a multi-disciplinary nature, which is crucial to transdisciplinary collaboration, a fundamental tenet within the early intervention of young children with disabilities as well as those at risk. A primary focus is the theoretical tenets, contextual elements in the practice of early intervention, and evidence-based intervention approaches. Participants will be guided through various formats of learning to be able to understand the history and theories of early intervention in the global literature, as well as to apply their understanding in the investigation of the contemporary early intervention programs, practices, policies, and future trends for development.</p>	4

Course Code	Course Title	Description	Academic Unit
MSE914	Intervention Research in Special Education	This course is designed to provide an overview of intervention research in the field of special education. Participants will be introduced to the single-case research that is commonly used to evaluate the effectiveness of interventions with individuals with disabilities. With the knowledge gained, participants will be able to better understand single-case research studies published in special education and psychology journals. This course will also prepare participants to plan intervention research within school settings.	4
MSE916	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy for Educators	Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioural interventions for students. The goal of MTSS is to systematically provide every child with the additional time and support to learn at high level by improving the match between instructional provisions and students learning needs through a continuum of learning support. This course will look specifically at identifying literacy and meeting these needs. Participants in the course will learn how to address literacy problems for all students through increasingly differentiated and intensified literacy assessment and instruction. As this framework takes a systemic approach, it is relevant to school personnel at different levels: school leaders, Heads of Department, Allied Educators (Learning and Behavioural Support), Learning Support Coordinators and classroom teachers. Educators in mainstream as well as special schools will benefit from this course. In order to benefit from this course, participants are required to have basic knowledge of reading instruction.	4
MSM800	Mathematical Inquiry	This capstone subject requires the candidates to identify a mathematics problem to focus on and to read relevant mathematics research papers. The candidate would be required to simplify, construct or reconstruct some mathematics proofs or results under the supervision of a mathematician. A short written report is to be submitted at the end of the module.	3
MSM810	Advanced Calculus and Applications for Educators	This module consists of two parts: advanced concepts in differential and integral calculus, and their applications in ordinary differential equations. The module will provide school educators with opportunities to link skills and knowledge in higher mathematics to related topics in mathematics at secondary and Pre-University levels. Material to be covered will be selected from topics such as functions and limits, derivatives and integrals, partial derivatives and multiple integrals, vector calculus, and solutions and applications of ordinary differential equations.	3
MSM830	Vertex Colouring and Chromatic Polynomials	Vertex colouring, Brooks Theorem, Critical graphs and Cliques. Vertex colouring of plane graphs, Four colour problem. Chromatic polynomials, the deletion-contraction formula, basic properties of chromatic polynomials, zeros of chromatic polynomials. Chromatic polynomials of chordal graphs. Chromatic equivalence classes. Chromatic unique graphs and open problems on chromatic polynomials.	3
MSM900	Mathematical Research Methods	<p>We identify that it is important for our graduate students in mathematics to be equipped with the 21st century life skills. For mathematics students, these skills include their abilities to think about mathematics critically, solve mathematical problems, read and write mathematical arguments, communicate effectively these solutions, collaborate with others to solve problems and exploit Information Technology in research. Collectively, these skills are the Mathematical Research skills any proficient mathematician should possess. Above all, we recognize that it is the most important for students to acquire all these skills independently. Therefore, the rationale of this course is to immerse our graduate students in intentionally constructed learning experiences which promote academic independence in acquiring and mastering the aforementioned Mathematical Research skills.</p> <p>This course aims to equip students with Mathematical Research skills through a methods-based approach hence, the title Mathematical Research Methods with the belief that the mathematics students should be equipped with a set of research methods that are directly relevant to conducting research in mathematics.</p> <p>By immersing graduate mathematics students in learning experiences that focus on the disciplinary nature of mathematics, i.e., to think and behave as a mathematician, the objective of this course is to equip students with the abilities to:</p> <ul style="list-style-type: none"> acquire mathematical knowledge and skills independently; solve mathematical problems independently; communicate mathematical ideas clearly, and to collaborate with others in mathematical research; and harness Information Technology in mathematical research. 	2

Course Code	Course Title	Description	Academic Unit
MSM910	Calculus and Analysis for Educators	<p>Calculus is the mathematical study of continuous change. Its importance is witnessed by its ubiquitous uses in science, engineering and economics. Whence, Calculus has long become part of modern mathematics education a course in calculus is a gateway to more advanced courses in mathematics. In Singapore secondary schools and junior colleges, both differential and integral calculus are topics in the Additional Mathematics and H2 Mathematics syllabi. While learners of calculus, at this level, are only expected to be conversant with the algebraic processes of differentiation and integration and some simple applications, their teachers must possess a deep understanding of the two fundamental principles that underpin the central ideas of calculus, that of functions and limits. The rationale of this course is to equip teachers of calculus with rigorous understanding of:</p> <p>functions and their properties; concept of limits; concepts of differentiation and integration; applications of differential and integral calculus based on first principles, e.g., maximization/minimization problems, elemental strip, disc and shell methods, simple ordinary differential equations.</p> <p>This course aims to equip calculus teachers with a rigorous understanding of important pre-calculus and calculus concepts by making an intentional link with those concepts taught in school calculus.</p>	4
MSM911	Ring Theory for Educators	<p>Algebra is one of the broad parts of mathematics, together with number theory, geometry and analysis. The central spirit of algebra is the use of mathematical symbols and rules for manipulating them. Thus, in its most general form, algebra becomes a unifying tool in most fields of mathematics. For Singapore Mathematics curriculum, algebra is taught to students in its most elementary form progressively from as early as in Primary Six through the solution of polynomial equations in the Secondary to obtaining the solution set of a system of linear equations using matrices at the Pre-university levels. In order to understand and appreciate the deeper structural meaning of school algebra, teachers of algebra must be equipped with the knowledge of algebra at an even higher level of abstraction. This is precisely where abstract algebra fits into the picture.</p> <p>This course is intended for educators who have never had a course in modern abstract algebra. The set of integers, rational numbers, polynomials and matrices, which are mathematical entities studied in school mathematics, are concrete examples of rings with respect to the operations of addition and multiplication. This course will help high school educators to have an in-depth conceptual understanding of some topics in school mathematics such as number systems, polynomials, from an advanced and structural perspective of abstract algebraic systems.</p>	4
MSM935	Contemporary Topics in Algebra and Number Theory	<p>The advancement of Mathematics, whether Pure or Applied, is fast-paced and constantly taking place. Mathematics educators in particular must keep themselves abreast with the recent development in both the theory and application of modern mathematics. Because modern mathematics is multi-faceted and often inter-disciplinary, a course covering contemporary topics in Algebra and Number Theory is ever so important in conveying this very nature of mathematics in relation to other disciplines, e.g., computer science, economics, financial mathematics, biology, physics, chemistry, engineering, etc. The significance of this course is to bring to attention that Mathematics, the Queen of all sciences, is still as relevant in the present as it was in the past; even more it holds great promises for the future.</p> <p>There are many topics of Algebra and/or Number Theory that are so varied and colorful that they cannot all fit into the existing courses in this programme. To allow greater flexibility and to offer more interesting learning opportunities, this course is aimed at offering something different. Esoteric, and more advanced topics in Algebra and/or Number Theory, are offered in this course, e.g., coding theory, algebraic number theory, analytic number theory, category theory, etc. It is aimed that mathematics educators have a glimpse of interesting real-life applications of advanced mathematics that do not fit exactly into any of existing courses within the strand.</p>	4

Course Code	Course Title	Description	Academic Unit
MSM941	Selected Topics in Graph Theory	<p>Graph Theory is an area in Discrete Mathematics which studies configurations involving a set V and set E, where each member of E is a pair of members in V. Graph Theory and its applications can be found not only in other areas of Mathematics, but also in scientific disciplines such as engineering, computer science, operational research, management sciences and life sciences. It has become an essential and powerful tool for engineers and applied scientists, especially, in the area of designing and analyzing algorithms for various problems.</p> <p>This course is aimed at providing the mathematics educators an opportunity for a more in-depth study of graphs as a mathematical object. This deepening is enabled by an introduction, followed by more advanced graph theoretic concepts.</p>	4
MSM952	Large Scale Systems in Operations Research	<p>The problems which face us in the modern world are of an increasingly complex nature, where we are attempting to achieve multiple objectives simultaneously, and where the constraints under which we are operating are of many different kinds.</p> <p>The simple techniques typically taught in undergraduate courses in Operations Research, where a single objective function is optimized under constraints of a single type, are inadequate for solving problems with this kind of complexity.</p> <p>Educational systems are a particularly rich source of complex problems of this kind, and educators with a strong background in mathematics are increasingly being asked to step up into management roles to tackle such large scale problems.</p> <p>Participants will learn how to combine elementary Operations Research techniques into powerful tools capable of solving problems with multiple objectives, and multiple constraint types.</p> <p>Participants will then learn how to apply these powerful tools to solve the kind of large scale real world problems of a practical type which face us in our increasingly complex modern society.</p> <p>Participants will see educational systems facing many problems of this type, and by learning how to solve them will enhance their professional contribution to their own educational institutions.</p>	4
MSM970	Mathematical Inquiry	<p>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.</p> <p>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.</p> <p>Apply mathematics problem solving skills to solve the problem partially or completely.</p>	4

Course Code	Course Title	Description	Academic Unit
MTC901	Nurturing Learners and Learning	<p>In this course, participants will be introduced to:</p> <p>1) The art and science of positive education to encourage and support students thriving and flourishing. Participants will be introduced to the concepts of flourishing and well-being and gain an overview of the principles of Positive Education and how it can help school communities to flourish. This course explores the benefits of Positive Education, the underlying research that guides teaching practice and interventions drawn from successful frameworks of social-emotional learning, mental health and positive psychology. Participants will have the opportunity to reflect on how the concepts in the domain areas of positivity, positive relationships, positive engagement and positive accomplishment can be nurtured and embedded in classroom and school contexts.</p> <p>2) The science of positive psychology to encourage and support schools and individuals to flourish. Participants will be introduced to the concept of wellbeing and its constituent components, with specific focus on Character Strengths and Mindfulness. Hence, participants will have the opportunity to develop and practice the skills, knowledge and strategies needed to enhance their students, childrens or employees well-being, while developing their character strengths and mindfulness.</p> <p>3) The concept of motivation and the various approaches to motivational studies, namely the behaviourist, humanistic, cognitivist and socio-cultural perspectives. They will explore the factors influencing learner motivation, and the reasons why some learners are more motivated than others. Finally, they will have the opportunity to develop and apply the skills, knowledge and strategies needed to enhance their students, childrens or employees motivation to learn.</p>	4
MTC902	Designing Curriculum: Theory and Practice	A good understanding of the elements of curriculum and the complex factors and relationships that contribute to or otherwise influence curriculum design and enactment can provide educators with new insights into their relationship with curriculum and the roles they do and can play in curriculum design and enactment. This course expands participants understanding of curriculum beyond the narrow conception of curriculum as a plan that teachers simply deliver and invites them to use different conceptual tools and perspectives to examine their personal experiences with curriculum. In this way, the course helps participants to reconsider teachers agency and responsibilities in curriculum designing and enactment and bring about improvements in curriculum practice.	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
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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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Course Code	Course Title	Description	Academic Unit
MTCL906	Application of Information Technology in TCIL	In todays 21st century education, the use of ICT for teaching and learning had infiltrated schools at a rapid pace. To ensure that todays digital learners are future-ready for the workforce of tomorrow, educators must understand and embrace the need to employ the use of ICT to create a 21st century learning environment. A 21st century educator must be competent to use technology with ease in teaching and learning, be it in the classroom or out of classroom where learning takes place anytime, anywhere. Hence, as TCIL instructors, it is important to understand the application of technological tools with content and pedagogical approaches, and appreciate how ICT can create an effective learning environment for TCIL.	4
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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
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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
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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
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MTCL912	Early Childhood Education in TCIL: Theory and Practice	Early childhood education is crucial as it has direct impact on the development of learning skills, social and emotional abilities of a child. It is during the early childhood years that we should accentuate the development of language, speech and literacy, as it will significantly enhance the child's learning in the later years. Educators should leverage on the varied learning styles and characteristics of early childhood learners, from infancy to the age of eight, apply corresponding learning theories into practice, to bring about effective teaching and learning of Chinese as an international language.	4
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 programmes. However, each aims to provide students with an edge in this competitive and ever-changing world. Hence, this course will broaden participants' knowledge of teaching Chinese language in international school settings and provides constructive career development opportunities to participants.	4
MTD801	Professional Practice Inquiry Project	This course aims to provide participants with a capstone experience to apply the theories and concepts learnt in the programme towards a workplace project. Participants will choose one option from the following: Needs Analysis Report, Instructional Package and Programme Evaluation. The projects can be based on performance problems from the participants' workplace or organizations that participants have approved access to. In each option, participants need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the programme can be used to address these performance problems. Throughout the process, participants work with supervisors who will serve as mentors for the project.	3
MTD808	Training Methods and Strategies	This course aims to equip participants with a repertoire of training methods and strategies when designing or conducting instruction. This course provides an introduction to the major categories of instructional theories and methods, and its conditions of use. These theories cover aspects including Direct Instruction, Cognitive Approaches, Experiential Approaches as well as Social-Constructivist and Technology-Based Approaches. A key objective of this course is to provide participants with a theoretical basis for making informed judgment when selecting instructional strategies for training.	3
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
MTD902	Foundations of Learning and Instruction	This course helps participants to build foundational knowledge of theories and principles of learning to support instructional design, training, and human resource development. Students will be able to critically analyze learning theories from the behaviourist, cognitivist, constructivist, and social constructivist perspectives. Students will also critically evaluate instructional theories from the different perspectives and relate it to their personal teaching practice through individual papers and online discussions.	4
MTD906	Quality Assurance Processes for Learning Organizations	Learning professionals need to have clear understanding of the theories and practices underlying quality assurance processes at the organizational and systemic levels. This is important as learning professionals need to manage organizational processes to ensure consistent quality training and outcomes. 1. Conceptualise what is a Learning Organisation in an education institution / workplace setting. 2. Examine how learning takes place in a learning organization. 3. Determine the quality of learning in an education institution / workplace setting. 4. Examine the value of learning evaluation and its impact on learning organisations.	4
MTD908	Training Methods and Strategies	Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. This course aims to provide conceptual understanding of the theoretical underpinnings of selected training/instructional methods and strategies. It aims to provide opportunities for students to explore concrete training/instructional design theories and to design appropriate strategies and/or activities to achieve the instructional objectives. Given a performance problem, the students will be able to apply the instructional theories and approaches to address the needs of the learners and the performance gap.	4

Course Code	Course Title	Description	Academic Unit
MTL904	Functional Tamil Syntax	This module aims to widen students knowledge on the theories of Functional Tamil syntax. The module will mainly focus on Tamil syntax and its various components. In- depth, students will study Tamil phonology and morphology. Students will analyse the formation and division of words, phrases and its structure, sentence structures and types of sentences, immediate constituent (IC), phonetics and phonemics in Tamil Language. The module will also cover the relationship between words, phrases and sentences using the insight gained. Ultimately, the knowledge gained should be applied in daily life and made relevance to authentic examples such as Short stories, conversational Tamil, radio conversations etc.	4
MUE901	Issues in 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
MUE903	Popular Culture and ICT in Music Education	This course consists of two main components. Firstly, it examines the development and practice of popular musics through practical sessions and critical review, and explores fundamental concepts and issues on their applications and implications in the music classroom. Secondly, it provides a theoretical basis for developing music curriculum and pedagogy for schools by examining ways in which ICT is used in music and music education. * Popular musics and their significance in music education. * Development of popular musics from its Anglo-American Roots; development of vernacular pop musics in Asia such as J pop, K pop, Bhagra, Mat-Rok and Canto-Mando pop. * Exploring musical genres: Rhythm Blues, Funk, Soul, Blues, Rock Roll, Rock, Fusion Rock, Heavy Metal and standard Top 40s pop and media music charts. * Learning to Perform in a real music setting; practical sessions on the basic techniques of various pop instruments. * Popular music pedagogical practices and their applications in the music classroom. * Theoretical survey of ICT applications and platforms and their practical applications in music teaching and learning.	4
NEDD912	Research Methods I	This course will provide students with a basic but sound understanding of both qualitative and quantitative research methods in education. The course will focus on the theoretical, methodological and practical aspects of research methodologies. The aim is to provide the necessary insights on educational research in: (a) identifying gaps in current research in a particular area of study, (b) developing meaningful research questions, and (c) understanding research designs, and analyses. Discussions on planning and validity of research designs will enable participants 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 quantitative methods. On one hand, qualitative methodologies offer powerful means of distilling the nuances and essences of learning experiences and interactions beyond purely cognitive and individualistic activities. On the other, quantitative methodologies stipulates a systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques.	4