

HIGHER DEGREE PROGRAMMES AUGUST 2019 SEMESTER

Last Update: 19-Aug-2019

Timetable is subject to changes. Students are required to check the timetable again one week before the commencement of lessons.
*Please refer to the "Course Synopses" from page 11 onwards.

Online Course Registration: 22 July 2019 (9am) to 24 July 2019 (5pm)
Add/Drop Period: 13 Aug 2019 (9am) to 26 Aug 2019 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts (Applied Linguistics)	MAE800	Research Methodology in Applied Linguistics	3	Tutorial Group 1	2	19-Aug-19	Monday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Dr GUO LIBO, libo.guo@nie.edu.sg	Dr GUO LIBO, libo.guo@nie.edu.sg/Dr Green Clarence Gerald, clarence.green@nie.edu.sg/Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MAAL students	MAAL students	Common class with MAE900
Master of Arts (Applied Linguistics)	MAE802	Language Acquisition Studies	3	Tutorial Group 1	2	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-01-TR309	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MAAL students	HD students	Common class with MAE902
Master of Arts (Applied Linguistics)	MAE803	Language Curriculum Development	3	Tutorial Group 1	2	19-Aug-19	Monday, 18:00 - 21:00	NIE3-01-TR307	Dr JASON LOH KOK KHIANG, jason.loh@nie.edu.sg	Dr JASON LOH KOK KHIANG, jason.loh@nie.edu.sg	MAAL students	HD students	Common class with MAE905
Master of Arts (Applied Linguistics)	MAE809	Oracy Development and Research	3	Tutorial Group 1	2	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR309	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	MAAL students	HD students	Common class with MAE907
Master of Arts (Applied Linguistics)	MAE827	Language Teaching Methodology	3	Tutorial Group 1	2	16-Aug-19	Friday, 18:00 - 21:00	NIE3-01-TR303	Assoc Prof CHEW GHIM LIAN, PHYLLIS, phyllis.chew@nie.edu.sg	Assoc Prof CHEW GHIM LIAN, PHYLLIS, phyllis.chew@nie.edu.sg	MAAL students	HD students	Common class with MAE904
Master of Arts (Applied Linguistics)	MAE833	Bilingualism and Biliteracy: Theory and Practice	3	Tutorial Group 1	2	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR303	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	MAAL students	HD students	Common class with MAE918 and EDEL903
Master of Arts (Applied Linguistics)	MAE836	Psycholinguistics	3	Tutorial Group 1	2	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-02-33 (ELL Lab)	Dr Green Clarence Gerald, clarence.green@nie.edu.sg	Dr Green Clarence Gerald, clarence.green@nie.edu.sg	MAAL students	HD students	Common class with MAE921
Master of Arts (Applied Linguistics)	MAE900	Research Methodology in Applied Linguistics	4	Tutorial Group 1	23	19-Aug-19	Monday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Dr GUO LIBO, libo.guo@nie.edu.sg	Dr GUO LIBO, libo.guo@nie.edu.sg/Dr Green Clarence Gerald, clarence.green@nie.edu.sg/Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MAAL students EXCEPT new cohort (Aug 2019)	MAAL students EXCEPT new cohort (Aug 2019)	Common class with MAE800
Master of Arts (Applied Linguistics)	MAE902	Language Acquisition Studies	4	Tutorial Group 1	22	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-01-TR309	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MAAL students	HD students	Common class with MAE802
Master of Arts (Applied Linguistics)	MAE904	Language Teaching Methodology	4	Tutorial Group 1	22	16-Aug-19	Friday, 18:00 - 21:00	NIE3-01-TR303	Assoc Prof CHEW GHIM LIAN, PHYLLIS, phyllis.chew@nie.edu.sg	Assoc Prof CHEW GHIM LIAN, PHYLLIS, phyllis.chew@nie.edu.sg	MAAL students	HD students	Common class with MAE827
Master of Arts (Applied Linguistics)	MAE905	Language Curriculum: Theory & Practice	4	Tutorial Group 1	22	19-Aug-19	Monday, 18:00 - 21:00	NIE3-01-TR307	Dr JASON LOH KOK KHIANG, jason.loh@nie.edu.sg	Dr JASON LOH KOK KHIANG, jason.loh@nie.edu.sg	MAAL students	HD students	Common class with MAE803
Master of Arts (Applied Linguistics)	MAE907	Oracy Development and Research	4	Tutorial Group 1	22	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR309	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	MAAL students	HD students	Common class with MAE809
Master of Arts (Applied Linguistics)	MAE918	Bilingualism and Biliteracy: Theory and Practice	4	Tutorial Group 1	22	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR303	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	MAAL students	HD students	Common class with MAE833 and EDEL903
Master of Arts (Applied Linguistics)	MAE921	Psycholinguistics	4	Tutorial Group 1	22	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-02-33 (ELL Lab)	Dr Green Clarence Gerald, clarence.green@nie.edu.sg	Dr Green Clarence Gerald, clarence.green@nie.edu.sg	MAAL students	HD students	Common class with MAE836
Master of Arts (Applied Linguistics)	MAE922	Sociophonetics: Studies of Speech in Society	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-01-TR306	Asst Prof Geraldine Kwek, geraldine.kwek@nie.edu.sg	Asst Prof Geraldine Kwek, geraldine.kwek@nie.edu.sg	MAAL students	HD students	Common class with EDEL905
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 1	25	16-Aug-19	Friday, 18:00 - 21:00	NIE3-01-TR308	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg		MAAL students	MAAL students	
Master of Arts (Applied Psychology)	MAP811	Research Methods in Applied Psychology	3	Tutorial Group 1	25	14-Aug-19	Wednesday, 14:00 - 17:00	NIE2-01-TR211	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	MAAP students	MAAP students	
Master of Arts (Applied Psychology)	MAP812	Statistics in Applied Psychology	3	Tutorial Group 1	25	16-Aug-19	Friday, 18:00 - 21:00	NIE2-02-03 (Education Computing Lab 6), NIE7-B1-18 (Bernoulli Lab)	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	MAAP students	MAAP students	
Master of Arts (Applied Psychology)	MCP815	Family and Marital Counselling	3	Tutorial Group 1	13	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR207	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	PS8,	MAAP students	MAAP students	Cross-listed with MAE820
Master of Arts (Applied Psychology)	MCP817	Vocational Assessment and Career Counselling	3	Tutorial Group 1	10	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR207	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	PS10, / PS11,	MAAP students	MAAP students	Cross-listed with MAE813
Master of Arts (Applied Psychology)	MCP818	Advanced Counselling Skills	3	Tutorial Group 1	6	13-Aug-19	Tuesday, 08:30 - 11:30	NIE7-01-TR211	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	Mr Chew Li Hwei, lihwei.chew@nie.edu.sg/Dr Chua Sook Ning, sookning.chua@nie.edu.sg/Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg/Dr KIT PHEY LING, pheyling.kit@nie.edu.sg/Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg/Asst Prof Yong Ming Lee, minilee.yong@nie.edu.sg	MAAP (CP Track) students	MAAP students	Subsequent lessons will be on Mondays (6-9pm)
Master of Arts (Applied Psychology)	MCP819	Psychological Disorders across the Life Span	3	Tutorial Group 1	12	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR209	Dr Chua Sook Ning, sookning.chua@nie.edu.sg	Dr Chua Sook Ning, sookning.chua@nie.edu.sg	MAAP (CP Track) students	MAAP (CP Track) students	
Master of Arts (Applied Psychology)	MCP832	Practicum in Counselling Psychology I	6	Tutorial Group 1	25	15-Aug-19	Thursday, 14:00 - 17:00	NIE2-01-TR207	Dr Chua Sook Ning, sookning.chua@nie.edu.sg	Dr Chua Sook Ning, sookning.chua@nie.edu.sg	MAAP (CP Track) students who has completed MCP818	MAAP (CP Track) students who has completed MCP818	
Master of Arts (Applied Psychology)	MCP833	Practicum in Counselling Psychology II	6	Tutorial Group 1	25	15-Aug-19	Thursday, 14:00 - 17:00	NIE2-01-TR207	Dr Chua Sook Ning, sookning.chua@nie.edu.sg		MAAP (CP Track) students who has completed MCP818, MCP832	MAAP (CP Track) students who has completed MCP818, MCP832	
Master of Arts (Applied Psychology)	MEP813	Psychological Testing	3	Tutorial Group 1	13	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-01-TR306	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	Asst Prof DUTT ANURADHA SALIL KUMAR, anuradha.dutt@nie.edu.sg/Dr TAN CHEE SOON, cheesoon.tan@nie.edu.sg/Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP (EP Track) students	MAAP (EP Track) students	Subsequent lessons will be on Mondays (6-9pm)
Master of Arts (Applied Psychology)	MEP813	Psychological Testing	3	Tutorial Group 2	12	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-01-TR307	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	Dr Chua Sook Ning, sookning.chua@nie.edu.sg/Dr Nah Yong Hwee, yonghwee.nah@nie.edu.sg	MAAP (CP Track) students	MAAP (CP Track) students	Subsequent lessons will be on Tuesdays (6-9pm)
Master of Arts (Applied Psychology)	MEP819	Psychological Disorders across the Life Span	3	Tutorial Group 1	13	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR209	Dr Chua Sook Ning, sookning.chua@nie.edu.sg	Dr Chua Sook Ning, sookning.chua@nie.edu.sg	MAAP (EP Track) students	MAAP (EP Track) students	
Master of Arts (Applied Psychology)	MEP822	Early Intervention	3	Tutorial Group 1	5	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR203	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	Assoc Prof POON KIN LOONG, KENNETH, kenneth.poon@nie.edu.sg/Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MAAP (EP Track) students	MAAP students	Common Class with MSE912
Master of Arts (Applied Psychology)	MEP824	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy	3	Tutorial Group 1	20	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR210	Dr TAN CHEE SOON, cheesoon.tan@nie.edu.sg	Dr TAN CHEE SOON, cheesoon.tan@nie.edu.sg	MAAP (EP Track) students	MAAP students	
Master of Arts (Applied Psychology)	MEP832	Practicum in Educational Psychology I	6	Tutorial Group 1	25	14-Aug-19	Wednesday, 14:00 - 17:00	NIE2-01-TR214	Asst Prof DUTT ANURADHA SALIL KUMAR, anuradha.dutt@nie.edu.sg	Asst Prof DUTT ANURADHA SALIL KUMAR, anuradha.dutt@nie.edu.sg	MAAP (EP Track) students who has completed MEP813	MAAP (EP Track) students who has completed MEP813	
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 1	25	14-Aug-19	Wednesday, 14:00 - 17:00	NIE2-01-TR214	Asst Prof DUTT ANURADHA SALIL KUMAR, anuradha.dutt@nie.edu.sg		MAAP (EP Track) students who has completed MEP813 and MEP832	MAAP (EP Track) students who has completed MEP813 and MEP832	
Master of Arts (Counselling and Guidance)	MAC810	Ethical, Legal and Professional Issues in Counselling	3	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-TR207	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	PS15, / PS6, /Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC812	Life-Span Developmental Psychology	3	Tutorial Group 1	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR202	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	PS6,	MACG students	MACG students	

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Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts (Counselling and Guidance)	MAC813	Career Development and Counselling	3	Tutorial Group 1	15	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR207	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	PS10 / PS11,	MACG students	MACG students	Cross-listed with MCP817
Master of Arts (Counselling and Guidance)	MAC814	Theories of Counselling and Psychotherapy	3	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR207	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	MACG 2019 Intake students	MACG students	
Master of Arts (Counselling and Guidance)	MAC818	Research Methodology and Statistical Analysis in Counselling	3	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-02-02A (Education Computing Lab 7)	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC820	Introduction to Family Counselling	3	Tutorial Group 1	12	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR207	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	PS8,	MACG students	MACG students	Cross-listed with MCP815
Master of Arts (Counselling and Guidance)	MAC821	Mental Health and Community Counselling	3	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-TR209	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC830	Practicum I	3	Tutorial Group 1	12	21-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR209	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	PS6,	MACG students who has completed MAC810 812 814 815 816	MACG students who has completed MAC810 812 814 815 816	
Master of Arts (Counselling and Guidance)	MAC831	Practicum II	3	Tutorial Group 1	13	28-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR209	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg		MACG students who has completed MAC810 812 814 815 816 830	MACG students who has completed MAC810 812 814 815 816 830	
Master of Arts (Educational Management)	MEM803	Assessment Quality and Standards	3	Tutorial Group 1	12	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR213	Asst Prof LUO WENSHU, wenshu.luo@nie.edu.sg	Asst Prof LUO WENSHU, wenshu.luo@nie.edu.sg	HD students	HD students	Common Class with MEM902
Master of Arts (Educational Management)	MEM829	Mentoring for Professional Development and Leadership Succession	3	Tutorial Group 1	11	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR212	Assoc Prof LIM LEE HEAN, leehean.lim@nie.edu.sg	Assoc Prof LIM LEE HEAN, leehean.lim@nie.edu.sg	HD students	HD students	Common Class with MEM906
Master of Arts (Educational Management)	MEM843	Philosophy of Education	3	Tutorial Group 1	10	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-TR214	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	HD students	HD students	Common Class with MEM910
Master of Arts (Educational Management)	MEM902	Assessment Quality and Standards	4	Tutorial Group 1	13	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR213	Asst Prof LUO WENSHU, wenshu.luo@nie.edu.sg	Asst Prof LUO WENSHU, wenshu.luo@nie.edu.sg	HD students	HD students	Common Class with MEM803
Master of Arts (Educational Management)	MEM906	Contemporary Issues in Mentoring for Leaders and Practitioners	4	Tutorial Group 1	14	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR212	Assoc Prof LIM LEE HEAN, leehean.lim@nie.edu.sg	Assoc Prof LIM LEE HEAN, leehean.lim@nie.edu.sg	HD students	HD students	Common Class with MEM829
Master of Arts (Educational Management)	MEM910	Philosophy of Education	4	Tutorial Group 1	15	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-TR214	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	HD students	HD students	Common Class with MEM843
Master of Arts (Educational Management)	MEM916	Teachers as Leaders for Learning	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE7-01-TR714	Assoc Prof HAIRON SALLEH, hairon.salleh@nie.edu.sg	Assoc Prof HAIRON SALLEH, hairon.salleh@nie.edu.sg	HD students	HD students	
Master of Arts (Educational Management)	MEM932	Critical Inquiry	2	Tutorial Group 1	5	16-Aug-19	Friday, 18:00 - 20:00	NIE2-01-TR209	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	MAEM students	MAEM students	Common Class with MMM800 TG20
Master of Arts (Educational Management)	MEM932	Critical Inquiry	2	Tutorial Group 2	5	16-Aug-19	Friday, 18:00 - 20:00	NIE2-01-TR208	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	MAEM students	MAEM students	Common Class with MMM800 TG22
Master of Arts (Educational Management)	MMM800	Critical Inquiry	3	Tutorial Group 20	5	16-Aug-19	Friday, 18:00 - 21:00	NIE2-01-TR209	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	MAEM students	MAEM students	Common Class with MEM932 TG1
Master of Arts (Educational Management)	MMM800	Critical Inquiry	3	Tutorial Group 22	5	16-Aug-19	Friday, 18:00 - 21:00	NIE2-01-TR208	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	MAEM students	MAEM students	Common Class with MEM932 TG2
Master of Arts (Instructional Design and Technology)	MID805	Foundations of Learning and Instruction	3	Tutorial Group 1	1	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	MAIDT student	MAIDT student	Common Class with MID905, MLT801 and MLT901
Master of Arts (Instructional Design and Technology)	MID817	Designing E-Learning Systems	3	Tutorial Group 1	12	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students	HD students with prerequisites (MID801/MID901). Please write to course instructor to seek permission.	Common Class with MID917
Master of Arts (Instructional Design and Technology)	MID822	E-Learning Tools for Training	3	Tutorial Group 1	8	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Dr Teo Yiong Hwee, yionghwee.teo@nie.edu.sg	Dr Teo Yiong Hwee, yionghwee.teo@nie.edu.sg	MAIDT students	HD students with prerequisites (MID801/MID901). Please write to course instructor to seek permission.	Common Class with MID922, MTD909 & MTD809
Master of Arts (Instructional Design and Technology)	MID845	Capstone Project for Instructional Design	3	Tutorial Group 1	12	16-Aug-19	Friday, 18:00 - 21:00	NIE2-02-02A (Education Computing Lab 7)/ NIE2-02-02B (Education Computing Lab 8)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	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
Master of Arts (Instructional Design and Technology)	MID905	Foundation of Learning and Instruction	4	Tutorial Group 1	24	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	MAIDT students	HD students with prerequisites (MID801/MID901, and MID841/MID941). Please write to course instructor to seek permission.	Common Class with MID905, MLT801 and MLT901
Master of Arts (Instructional Design and Technology)	MID917	Designing e-Learning	4	Tutorial Group 1	13	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students	HD students with prerequisites (MID801/MID901). Please write to course instructor to seek permission.	Common Class with MID817
Master of Arts (Instructional Design and Technology)	MID922	e-Learning Tools for Training	4	Tutorial Group 1	8	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Dr Teo Yiong Hwee, yionghwee.teo@nie.edu.sg	Dr Teo Yiong Hwee, yionghwee.teo@nie.edu.sg	MAIDT students	HD students with prerequisites (MID801/MID901). Please write to course instructor to seek permission.	Common Class with MID822, MTD909 & MTD809
Master of Arts (Instructional Design and Technology)	MID944	Methods for Data Collection and Analysis for Instructional Design Projects	2	Tutorial Group 1	22	16-Aug-19	Friday, 09:00 - 18:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	MAIDT students	HD students with prerequisites (MID801/MID901, and MID841/MID941). Please write to course instructor to seek permission.	Common Class with MTD900
Master of Arts (Instructional Design and Technology)	MID945	Capstone Project for Instructional Design	4	Tutorial Group 1	13	16-Aug-19	Friday, 18:00 - 21:00	NIE2-02-02A (Education Computing Lab 7)/ NIE2-02-02B (Education Computing Lab 8)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MAIDT students	HD students with prerequisites (MID944). Please write to course instructor to seek permission.	Common Class with MID845
Master of Arts in Humanities Education	MAS802	Issues and Research in Humanities Education	3	Tutorial Group 1	10	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg	Assoc Prof MARK CHARLES BALDON, mark.baldon@nie.edu.sg/Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg/Dr SUHAIMI BIN MOHAMED AFANDI, suhaimi.afandi@nie.edu.sg	MAHE students	HD students. Please seek course coordinator's permission.	Common class with MAS901 and EDHS901
Master of Arts in Humanities Education	MAS837	Ancient Civilizations of the East	3	Tutorial Group 1	10	19-Aug-19	Monday, 18:00 - 21:00	NIE3-02-29 (Archives Room)	Dr SIM YONG HUEI, yonghwei.sim@nie.edu.sg	Dr SIM YONG HUEI, yonghwei.sim@nie.edu.sg	MAHE students	HD students. Please seek course coordinator's permission.	Common class with MAS937
Master of Arts in Humanities Education	MAS840	Curriculum Leadership in Social Studies	3	Tutorial Group 1	10	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Dr CHEE MIN FUI, minfui.chee@nie.edu.sg	Dr CHEE MIN FUI, minfui.chee@nie.edu.sg/Dr KHO EE MOI, eemoi.kho@nie.edu.sg	MAHE students	HD students. Please seek course coordinator's permission.	Common class with MAS940 and EDHS902
Master of Arts in Humanities Education	MAS841	Field Inquiry in Physical Geography	3	Tutorial Group 1	10	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-02-27 (Environmental Studies Lab)	Asst Prof PARK Edward, edward.park@nie.edu.sg	HSSE1,	MAHE students	HD students. Please seek course coordinator's permission.	Common class with MAS941

HIGHER DEGREE PROGRAMMES AUGUST 2019 SEMESTER

Last Update: 19-Aug-2019

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Online Course Registration: 22 July 2019 (9am) to 24 July 2019 (5pm)
Add/Drop Period: 13 Aug 2019 (9am) to 26 Aug 2019 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts in Humanities Education	MAS901	Issues and Research in Humanities Education	4	Tutorial Group 1	15	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg	Assoc Prof MARK CHARLES BILDON, mark.baldon@nie.edu.sg/Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg/Dr SUHAIMI BIN MOHAMED AFANDI, suhaimi.afandi@nie.edu.sg	MAHE students	HD students. Please seek course coordinator's permission.	Common class with MAS802 and EDH5901
Master of Arts in Humanities Education	MAS937	Ancient Civilizations of the East	4	Tutorial Group 1	15	19-Aug-19	Monday, 18:00 - 21:00	NIE3-02-29 (Archives Room)	Dr SIM YONG HUEI, yonghwei.sim@nie.edu.sg	Dr SIM YONG HUEI, yonghwei.sim@nie.edu.sg	MAHE students	HD students. Please seek course coordinator's permission.	Common class with MAS837
Master of Arts in Humanities Education	MAS940	Curriculum Leadership in Social Studies	4	Tutorial Group 1	15	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Dr CHEE MIN FUJ, minfu.chee@nie.edu.sg	Dr CHEE MIN FUJ, minfu.chee@nie.edu.sg/Dr KHO EE MOI, eemoi.kho@nie.edu.sg	MAHE students	HD students. Please seek course coordinator's permission.	Common class with MAS840 and EDH5902
Master of Arts in Humanities Education	MAS941	Field Inquiry in Physical Geography	4	Tutorial Group 1	15	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-02-27 (Environmental Studies Lab)	Asst Prof PARK Edward, edward.park@nie.edu.sg	HSSE1,	MAHE students	HD students. Please seek course coordinator's permission.	Common class with MAS841
Master of Arts in Professional Education (Training and Development)	MTD801	Professional Practice Inquiry Project	3	Tutorial Group 1	30	16-Aug-19	Friday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)/ NIE2-02-07 (Education Computing Lab 3)/ NIE2-02-05 (Education Computing Lab 4)/ NIE2-02-04 (Education Computing Lab 5)/ NIE2-02-03 (Education Computing Lab 6)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Core: Final semester MAPE students (Aug 2017 intake and earlier)	Core: Final semester MAPE students (Aug 2017 intake and earlier)	
Master of Arts in Professional Education (Training and Development)	MTD805	Workplace Coaching and Mentoring	4	Tutorial Group 1	20	19-Aug-19	Monday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof SHANTI DIVAHARAN, shanti.divaharan@nie.edu.sg	Assoc Prof SHANTI DIVAHARAN, shanti.divaharan@nie.edu.sg	Core: Open only to Year 2 MAPE students (Aug 2018 intake and earlier)	Core: Open only to Year 2 MAPE students (Aug 2018 intake and earlier)	Common Class with MTD905
Master of Arts in Professional Education (Training and Development)	MTD809	E-Learning Tools for Training	3	Tutorial Group 1	1	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Dr Teo Yiong Hwee, yionghwee.teo@nie.edu.sg	Dr Teo Yiong Hwee, yionghwee.teo@nie.edu.sg	Elective: MAPE student	Elective: MAPE student	Common Class with MID922, MID822 & MTD909
Master of Arts in Professional Education (Training and Development)	MTD900	Professional Practice Inquiry Skills	2	Tutorial Group 1	3	16-Aug-19	Friday, 09:00 - 18:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	Core: Open only to Year 1 Aug 2019 intake full time MAPE students	Core: Open only to Year 1 Aug 2019 intake full time MAPE students	Common Class with MID944
Master of Arts in Professional Education (Training and Development)	MTD903	Instructional Design Models and Practices	4	Tutorial Group 1	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Core: Open only to Year 1 Aug 2019 intake MAPE students	Core: Open only to Year 1 Aug 2019 intake MAPE students	
Master of Arts in Professional Education (Training and Development)	MTD905	Workplace Coaching and Mentoring	4	Tutorial Group 1	4	19-Aug-19	Monday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof SHANTI DIVAHARAN, shanti.divaharan@nie.edu.sg	Assoc Prof SHANTI DIVAHARAN, shanti.divaharan@nie.edu.sg	Elective: Open only to Year 1 Aug 2019 intake MAPE students	Elective: Open only to Year 1 Aug 2019 intake MAPE students	Common Class with MTD805
Master of Arts in Professional Education (Training and Development)	MTD909	E-learning tools for Training	4	Tutorial Group 1	8	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Dr Teo Yiong Hwee, yionghwee.teo@nie.edu.sg	Dr Teo Yiong Hwee, yionghwee.teo@nie.edu.sg	Elective: Open only to Year 1 Aug 2019 intake MAPE students	Elective: Open only to Year 1 Aug 2019 intake MAPE students	Common Class with MID922, MID822 & MTD809
Master of Arts in Teaching Chinese as an International Language	MTCL802	Vocabulary and Grammar: Theory and Practice	3	Tutorial Group 1	20	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-01-TR315	Dr XU FENG, feng.xu@nie.edu.sg	Dr XU FENG, feng.xu@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL804	Teaching of Listening and Speaking Skills in TCL	3	Tutorial Group 1	1	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR311	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Common Class with MTD805 Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL805	Teaching of Reading and Writing Skills in TCL	3	Tutorial Group 1	20	19-Aug-19	Monday, 18:00 - 21:00	NIE3-01-TR321	Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	ALC1,	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 1	30	19-Aug-19	Monday, 18:00 - 21:00	NIE3-01-TR310	Dr LUO QINGMING, qingming.luo@nie.edu.sg	Dr LUO QINGMING, qingming.luo@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 1	30	16-Aug-19	Friday, 09:30 - 12:30	NIE3-01-TR313	Dr LUO QINGMING, qingming.luo@nie.edu.sg	Mr Shi Zhili, zhili.shi@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL904	Teaching of Listening & Speaking Skills in TCL	4	Tutorial Group 1	30	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR311	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL907	Language Testing & Assessment in TCL	4	Tutorial Group 1	25	15-Aug-19	Thursday, 13:30 - 16:30	NIE3-01-TR301	Dr Cheong Yun Yee, yunyee.cheong@nie.edu.sg	Dr Cheong Yun Yee, yunyee.cheong@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL907	Language Testing & Assessment in TCL	4	Tutorial Group 2	25	19-Aug-19	Monday, 09:30 - 12:30	NIE3-01-TR321	Dr Cheong Yun Yee, yunyee.cheong@nie.edu.sg	Dr Cheong Yun Yee, yunyee.cheong@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL908	Analysis & Development of Instructional Materials for TCL	4	Tutorial Group 1	30	16-Aug-19	Friday, 09:30 - 12:30	NIE3-01-TR312	Dr LIM SEOK LAI, seoklai.lim@nie.edu.sg	Dr LIM SEOK LAI, seoklai.lim@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 1	30	16-Aug-19	Friday, 18:00 - 21:00	NIE3-01-TR318	Asst Prof LI JIA, jia.li@nie.edu.sg	Asst Prof LI JIA, jia.li@nie.edu.sg/Asst Prof WANG BING, bing.wang@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL910	Critical Inquiry in TCL	4	Tutorial Group 1	30	13-Aug-19	Tuesday, 09:30 - 12:30	NIE3-01-TR321	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL910	Critical Inquiry in TCL	4	Tutorial Group 2	30	15-Aug-19	Thursday, 09:30 - 12:30	NIE5-01-TR503	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL911	Professional English for TCL Instructors	4	Tutorial Group 1	25	15-Aug-19	Thursday, 09:30 - 12:30	NIE5-01-TR508	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg/Ms Robbie Lee Sabnani, robbie.sabnani@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL911	Professional English for TCL Instructors	4	Tutorial Group 2	25	13-Aug-19	Tuesday, 13:30 - 16:30	NIE5-01-TR508	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg/Ms Robbie Lee Sabnani, robbie.sabnani@nie.edu.sg	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL912	Early Childhood Education in TCL: Theory and Practice	4	Tutorial Group 1	35	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR310	Dr LUO QINGMING, qingming.luo@nie.edu.sg	ALC3, / ALC7,	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts in Teaching Chinese as an International Language	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 1	30	14-Aug-19	Wednesday, 18:00 - 21:00	NIE5-01-TR508	Dr LUO QINGMING, qingming.luo@nie.edu.sg	ALC1, / ALC2,	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)

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Master of Arts in Teaching Chinese as an International Language	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 2	30	17-Aug-19	Saturday, 09:30 - 12:30	NIE3-01-TR308	Dr LUO QINGMING, qingming.luo@nie.edu.sg	ALC4,	MATCL students	HD Students. Please write to course instructor and coordinator to seek permission.	Reading Week (28-09-2019 to 06-10-2019)
Master of Arts Leadership and Educational Change	MALC802	Globalization, Educational Change and Pedagogical Reform	3	Tutorial Group 1	16	14-Aug-19	Wednesday, 13:30 - 16:30	NIE7-01-TR715	Asst Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	Assoc Prof DENG ZONGYI, zongyi.deng@nie.edu.sg/Asst Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	MALEC students. Also open to Med(C&T), MAEM and Non-Graduating Students (NGS) students with permission. The maximum for the class is 16 students inclusive of 6 MALEC students.	HD students with educational leadership experience during the Add/Drop period if there are vacancies. Please write to MALEC programme leader to seek permission.	
Master of Arts Leadership and Educational Change	MALC804	Curriculum Implementation and School Improvement	3	Tutorial Group 1	16	01-Jul-19	Monday, 09:00 - 13:00	NIE7-01-TR715	Asst Prof Ro Jina, jina.ro@nie.edu.sg	CTL1,	MALEC students. Also open to Med(C&T), MAEM and Non-Graduating Students (NGS) students with permission. The maximum for the class is 16 students inclusive of 6 MALEC students.	HD students with educational leadership experience during the Add/Drop period if there are vacancies. Please write to MALEC programme leader to seek permission.	1, 2, 4, 5, 8, 9, 11 and 12 July 2019, 9am - 1pm. E-learning/ Skype 4 Sep 9am-12pm, 11, 18 Sep 9am-11am.
Master of Arts Leadership and Educational Change	MALC806	Integrative Study Project	1	Tutorial Group 1	6	12-Sep-19	Thursday, 09:00 - 12:00	NIE7-01-TR714	Assoc Prof LEE KIM ENG, CHRISTINE, christine.lee@nie.edu.sg	Assoc Prof LEE KIM ENG, CHRISTINE, christine.lee@nie.edu.sg	MALEC students only.	MALEC students only.	22 April 12-1pm
Master of Arts Leadership and Educational Change	MALC811	Crafting the Curriculum - From Theory to Practice	3	Tutorial Group 1	16	24-Jul-19	Wednesday, 09:00 - 13:00	NIE7-01-TR715	Asst Prof Ro Jina, jina.ro@nie.edu.sg	CTL2,	MALEC students. Also open to Med(C&T), MAEM and Non-Graduating Students (NGS) students with permission. The maximum for the class is 16 students inclusive of 6 MALEC students.	HD students with educational leadership experience during the Add/Drop period if there are vacancies. Please write to MALEC programme leader to seek permission.	24, 25, 26, 29, 30, 31 July, 1 and 2 Aug, 9am - 1pm, E-learning/ Skype 21, 28 August 9am - 12:30pm
Master of Arts Leadership and Educational Change	MALC831	Assessment and Learning	3	Tutorial Group 1	6	13-Aug-19	Tuesday, 09:30 - 12:30	NIE7-01-TR715	Assoc Prof TAN HENG KIAT, KELVIN, kelvin.tan@nie.edu.sg	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg/Assoc Prof TAN HENG KIAT, KELVIN, kelvin.tan@nie.edu.sg	MALEC students. Also open to Med(C&T), MAEM and Non-Graduating Students (NGS) students with permission. The maximum for the class is 16 students inclusive of 6 MALEC students.	HD students with educational leadership experience during the Add/Drop period if there are vacancies. Please write to MALEC programme leader to seek permission.	Common Class with MCT903 (TG1)
Master of Arts Leadership and Educational Change	MALC832	Programme and Curriculum Evaluation	3	Tutorial Group 1	6	16-Aug-19	Friday, 09:30 - 12:30	NIE7-01-TR715	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	Dr Chang Wen-Chia, wenchia.chang@nie.edu.sg/Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	MALEC students. Also open to Med(C&T), MAEM and Non-Graduating Students (NGS) students with permission. The maximum for the class is 16 students inclusive of 6 MALEC students.	HD students with educational leadership experience during the Add/Drop period if there are vacancies. Please write to MALEC programme leader to seek permission.	Common Class with MCT912
Master of Education	MED901	Academic Writing for Postgraduate Students	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	NIE3-01-TR311	Dr ANITHA DEVI PILLAI, anitha.pillai@nie.edu.sg	Dr ANITHA DEVI PILLAI, anitha.pillai@nie.edu.sg	This course is ONLY open to students who have started working on their Masters thesis and PhD students.	This course is ONLY open to students who have started working on their Masters thesis and PhD students.	
Master of Education (Art)	MEA902	Visual Arts and Creativity	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	AST - TR 14 (BLK B LEVEL 3)	Dr LEE ENG KEONG, JUNEO, junio.lee@nie.edu.sg	Dr ANG WEE KERN, WINSTON, winston.ang@nie.edu.sg	MED (Art) students	MED students	
Master of Education (Art)	MEA903	Art and New Media Technology	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	AST - TR 13 (BLK B LEVEL 3)	Dr LEE ENG KEONG, JUNEO, junio.lee@nie.edu.sg	Ms. Tan Mei Ling Audrey,	MED (Art) students	MED students	
Master of Education (Art)	MMM800	Critical Inquiry	3	Tutorial Group 1	12	19-Aug-19	Monday, 18:00 - 20:00	NIE3-01-TR317	Asst Prof Heaton Rebecca, rebecca.heaton@nie.edu.sg	Dr KEH BEE LIAN, beeliam.keh@nie.edu.sg	MED (Art) students	MED (Art) students	Common class with MED902 (TG1)
Master of Education (Art)	MED902	Integrative Project	2	Tutorial Group 1	13	19-Aug-19	Monday, 18:00 - 20:00	NIE3-01-TR317	Asst Prof Heaton Rebecca, rebecca.heaton@nie.edu.sg	Dr KEH BEE LIAN, beeliam.keh@nie.edu.sg	MED (Art) students	MED (Art) students	Common class with MMM800 (TG1)
Master of Education (Chinese Language)	MCL805	Classical Chinese Literature and its Teaching	3	Tutorial Group 1	5	19-Aug-19	Monday, 18:00 - 21:00	AST - TR 12 (BLK B LEVEL 3)	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	ALC9,	Med CL students (Jan 2017 intake), PhD (CL specialisation) students	Med CL students (Jan 2017 intake), PhD (CL specialisation) students. Other HD students, please write to course coordinator or course instructor for permission.	Common Class with MCL904
Master of Education (Chinese Language)	MCL807	Information Technology and Chinese Language Teaching	3	Tutorial Group 1	5	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-02B (Education Computing Lab 8)	Dr WONG LUNG HSIANG, lunghsiang.wong@nie.edu.sg	Dr WONG LUNG HSIANG, lunghsiang.wong@nie.edu.sg	Med CL students (Jan 2017 intake), PhD (CL specialisation) students	Med CL students (Jan 2017 intake), PhD (CL specialisation) students. Other HD students, please write to course coordinator or course instructor for permission.	Common Class with MCL911
Master of Education (Chinese Language)	MCL904	Chinese Literature and Culture and its teaching	4	Tutorial Group 1	35	19-Aug-19	Monday, 18:00 - 21:00	AST - TR 12 (BLK B LEVEL 3)	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	ALC9,	Med CL students (Aug 2017 intake, Jan 2018 intake, Jan 2019 Intake-FT & PT), PhD (CL specialisation) students	Med CL students (Aug 2017 intake, Jan 2018 intake, Jan 2019 Intake-FT & PT), PhD (CL specialisation) students. Other HD students, please write to course coordinator or course instructor for permission.	Common Class with MCL805
Master of Education (Curriculum and Teaching)	MCT923	Assessment Leadership	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	AST - TR 21 (BLK C LEVEL 3)	Dr TAY HUI YONG, huiyong.tay@nie.edu.sg	Dr TAY HUI YONG, huiyong.tay@nie.edu.sg	HD students	HD students	
Master of Education (Chinese Language)	MCL910	Chinese Language Testing and Assessment	4	Tutorial Group 1	30	16-Aug-19	Friday, 18:00 - 21:00	NIE3-01-TR310	Dr Cheong Yun Yee, yunyee.cheong@nie.edu.sg	Dr Cheong Yun Yee, yunyee.cheong@nie.edu.sg	Med CL students (Jan 2018 intake, Jan 2019 Intake-FT), PhD (CL specialisation) students	Med CL students (Jan 2018 intake, Jan 2019 Intake-FT), PhD (CL specialisation) students. Other HD students, please write to course coordinator or course instructor for permission.	

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Master of Education (Chinese Language)	MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	4	Tutorial Group 1	35	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-02B (Education Computing Lab 8)	Dr WONG LUNG HSIANG, lunghsiang.wong@nie.edu.sg	Dr WONG LUNG HSIANG, lunghsiang.wong@nie.edu.sg	Med CL students (Aug 2017 intake, Jan 2018 intake, Jan 2019 Intake-FT & PT), PhD (CL specialisation) students	Med CL students (Aug 2017 intake, Jan 2018 intake, Jan 2019 Intake-FT & PT), PhD (CL specialisation) students. Other HD students, please write to course coordinator or course instructor for permission	Common Class with MCL807
Master of Education (Chinese Language)	MED902	Integrative Project	2	Tutorial Group 2	25	14-Aug-19	Wednesday, 18:00 - 20:00	NIE2-01-TR213	Dr WONG LUNG HSIANG, lunghsiang.wong@nie.edu.sg	Dr WONG LUNG HSIANG, lunghsiang.wong@nie.edu.sg	Med CL students (Aug 2017 intake, Jan 2018 intake, Jan 2019 Intake-FT)	Med CL students (Aug 2017 intake, Jan 2018 intake, Jan 2019 Intake-FT)	
Master of Education (Curriculum and Teaching)	MCT804	Curriculum Implementation: Major Concepts and Issues	3	Tutorial Group 1	2	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-01-TR716	Dr MARDIANA BTE ABU BAKAR, mardiana.abubakar@nie.edu.sg	Dr MARDIANA BTE ABU BAKAR, mardiana.abubakar@nie.edu.sg	HD students	HD students	Common Class with MCT911
Master of Education (Curriculum and Teaching)	MCT823	Assessment for Learning in Singapore: Critical Perspectives of Policy and Practice	3	Tutorial Group 1	2	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof LEONG WEI SHIN, weishin.leong@nie.edu.sg	Dr Goh Swee Peng Rachel, rachel.goh@nie.edu.sg/Asst Prof LEONG WEI SHIN, weishin.leong@nie.edu.sg	HD students	HD students	Common Class with MCT922
Master of Education (Curriculum and Teaching)	MCT901	Curriculum: Theories and Issues	4	Tutorial Group 1	40	14-Aug-19	Wednesday, 18:00 - 21:00	NIE7-01-TR718 & NIE7-01-TR717	Assoc Prof Leonel Lim, leonel.lim@nie.edu.sg	Assoc Prof LIM TZE-WEI LEONEL, leonel.lim@nie.edu.sg/Assoc Prof SIM BOON YEE JASMINE, jasmine.sim@nie.edu.sg	Med(C&T) students	Med(C&T) students. Other HD students, please write to course coordinators to seek permission	
Master of Education (Curriculum and Teaching)	MCT902	Designing the Curriculum	4	Tutorial Group 1	35	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-01-TR717	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg/Ms TEO JUIN EE, juinee.teo@nie.edu.sg	HD students	HD students	
Master of Education (Curriculum and Teaching)	MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 1	10	13-Aug-19	Tuesday, 09:30 - 12:30	NIE7-01-TR715	Assoc Prof TAN HENG KIAT, KELVIN, kelvin.tan@nie.edu.sg	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg/Assoc Prof TAN HENG KIAT, KELVIN, kelvin.tan@nie.edu.sg	Med(C&T) students	Med(C&T) students	Common Class with MALC831
Master of Education (High Ability Studies)	MHA903	Differentiating Curriculum and Pedagogies for Learners with High Ability	4	Tutorial Group 1	20	19-Aug-19	Monday, 18:00 - 21:00	AST - TR 13 (BLK B LEVEL 3)	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg	HD students	HD students	Cross-listed with IEC6013
Master of Education (Curriculum and Teaching)	MCT904	Understanding Teachers and Teaching: Theory and Practice	4	Tutorial Group 1	35	15-Aug-19	Thursday, 18:00 - 21:00	NIE7-01-TR721	Asst Prof JIANG HENG, heng.jiang@nie.edu.sg	Assoc Prof FANG YANPING, yanping.fang@nie.edu.sg/Asst Prof JIANG HENG, heng.jiang@nie.edu.sg	HD students	HD students	
Master of Education (Curriculum and Teaching)	MCT905	Theories and Perspectives of Learning	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof AZILAWATI BTE JAMALUDIN, azilawati.j@nie.edu.sg	Asst Prof AZILAWATI BTE JAMALUDIN, azilawati.j@nie.edu.sg	HD students	HD students	
Master of Education (Curriculum and Teaching)	MCT911	Curriculum Implementation: Major Concepts and Issues	4	Tutorial Group 1	18	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-01-TR716	Dr MARDIANA BTE ABU BAKAR, mardiana.abubakar@nie.edu.sg	Dr MARDIANA BTE ABU BAKAR, mardiana.abubakar@nie.edu.sg	HD students	HD students	Common Class with MCT804
Master of Education (Curriculum and Teaching)	MCT912	Curriculum and Program Evaluation	4	Tutorial Group 1	10	16-Aug-19	Friday, 09:30 - 12:30	NIE7-01-TR715	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	Dr Chang Wen-Chia, wenchia.chang@nie.edu.sg/Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	Med(C&T) students	Med(C&T) students	Common Class with MALC832
Master of Education (Curriculum and Teaching)	MCT922	Assessment for Learning in Singapore: Critical Perspectives of Theory and Practice	4	Tutorial Group 1	18	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof LEONG WEI SHIN, weishin.leong@nie.edu.sg	Dr Goh Swee Peng Rachel, rachel.goh@nie.edu.sg/Asst Prof LEONG WEI SHIN, weishin.leong@nie.edu.sg	HD students	HD students	Common Class with MCT823
Master of Education (Mathematics)	MME901	Theoretical Perspectives and Issues in Mathematics Education Research	4	Tutorial Group 1	20	19-Aug-19	Monday, 18:00 - 21:00	AST - TR 23 (BLK C LEVEL 3)	Prof BERINDERJEET KAUR, berinderjeet.kaur@nie.edu.sg	Prof BERINDERJEET KAUR, berinderjeet.kaur@nie.edu.sg	MED (Maths) students	HD students. Please seek course coordinator's permission	Cross-listed with IME6016
Master of Education (Curriculum and Teaching)	MCT933	Affirming Diversity and Culture in Teaching and Learning	4	Tutorial Group 1	20	19-Aug-19	Monday, 18:00 - 21:00	NIE7-01-TR716	Heng Tang Tang, tangtang.heng@nie.edu.sg	Heng Tang Tang, tangtang.heng@nie.edu.sg	HD students	HD students	
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 3	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE7-01-TR715	Assoc Prof DENG ZONGYI, zongyi.deng@nie.edu.sg	Assoc Prof DENG ZONGYI, zongyi.deng@nie.edu.sg	Med(C&T) students	Med(C&T) students	
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 3	43	16-Aug-19	Friday, 18:00 - 20:00	NIE	Assoc Prof FANG YANPING, yanping.fang@nie.edu.sg/Assoc Prof LIM TZE-WEI LEONEL, leonel.lim@nie.edu.sg	Assoc Prof FANG YANPING, yanping.fang@nie.edu.sg/Assoc Prof LIM TZE-WEI LEONEL, leonel.lim@nie.edu.sg	Med(C&T) students	Med(C&T) students	Common Class with MMM800 (TG3)
Master of Education (Curriculum and Teaching)	MMM800	Critical Inquiry	3	Tutorial Group 3	2	16-Aug-19	Friday, 18:00 - 21:00	NIE3-01-TR307	Assoc Prof DENG ZONGYI, zongyi.deng@nie.edu.sg	Assoc Prof DENG ZONGYI, zongyi.deng@nie.edu.sg	Med(C&T) students	Med(C&T) students	Common Class with MED902 (TG3)
Master of Education (Developmental Psychology)	MDP901	Social and Emotional Development and Assessment	4	Tutorial Group 1	35	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	Prof ANG PEI-HUI, REBECCA, rebecca.ang@nie.edu.sg/Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg/Assoc Prof HUAN SWEI LENG, VIVIEN, vivien.huan@nie.edu.sg/Dr NG EE LYNN, eelynn.ng@nie.edu.sg	MED (DP) students	HD students	Cross-listed with MPM906
Master of Education (Developmental Psychology)	MDP901	Social and Emotional Development and Assessment	4	Tutorial Group 2	40	14-Aug-19	Wednesday, 14:00 - 17:00	NIE5-01-TR504	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	Prof ANG PEI-HUI, REBECCA, rebecca.ang@nie.edu.sg/Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg/Assoc Prof HUAN SWEI LENG, VIVIEN, vivien.huan@nie.edu.sg/Dr NG EE LYNN, eelynn.ng@nie.edu.sg	MED (DP) students	HD students	
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 1	20	19-Aug-19	Monday, 14:00 - 17:00	NIE2-01-TR213	Dr Lee Ai Noi, ainoli.lee@nie.edu.sg	Dr Lee Ai Noi, ainoli.lee@nie.edu.sg	MED (DP) students	HD students	Cross-listed with MPM907 and MPM902
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	NIE7-01-TR715	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	MED (DP) students	HD students	
Master of Education (Developmental Psychology)	MDP905	Individual Differences and Learning	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR212	Dr Nah Yong Hwee, yonghwee.nah@nie.edu.sg	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/Dr Nah Yong Hwee, yonghwee.nah@nie.edu.sg/Dr TAN CHEE SOON, cheeson.tan@nie.edu.sg	MED (DP) students	HD students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR208	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	Dr NG AIK KWANG, zenngaikkwang@gmail.com	MED (DP) students	HD students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 2	25	15-Aug-19	Thursday, 14:00 - 17:00	NIE2-01-TR202	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	Dr NG AIK KWANG, zenngaikkwang@gmail.com	MED (DP) students	HD students	
Master of Education (Developmental Psychology)	MDP909	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	20	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR216	Dr Lee Ai Noi, ainoli.lee@nie.edu.sg	Dr Lee Ai Noi, ainoli.lee@nie.edu.sg	MED (DP) students	HD students	Cross-listed with MPM908

HIGHER DEGREE PROGRAMMES AUGUST 2019 SEMESTER

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Online Course Registration: 22 July 2019 (9am) to 24 July 2019 (5pm)
Add/Drop Period: 13 Aug 2019 (9am) to 26 Aug 2019 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Education (Developmental Psychology)	MDP911	Understanding Learner Motivation: Theory, Research and Practice	4	Tutorial Group 1	8	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR208	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	Assoc Prof CAROLINE KOH NEE M M CAROLINE LAI TUNG, caroline.koh@nie.edu.sg/Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg/Dr NG EE LYNN, eelynn.ng@nie.edu.sg/Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	MED (DP) students	MED (DP) students	Common Class with EDLM902
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 4	25	13-Aug-19	Tuesday, 14:00 - 17:00	NIE2-01-TR213	Dr. SUN Baoli, baoli.sun@nie.edu.sg / Asst Prof HAST Michael, michael.hast@nie.edu.sg	Asst Prof HAST Michael, michael.hast@nie.edu.sg/Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	MED (DP) and MED (EA) students	MED (DP) and MED (EA) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 4	8	15-Aug-19	Thursday, 18:00 - 20:00	NIE2-01-TR211	Dr. Pierina CHEUNG, pierina.cheung@nie.edu.sg	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 19	8	15-Aug-19	Thursday, 18:00 - 20:00	NIE2-01-TR214	Dr Betsy Ng Ling Ling (Betsy Yin Linlin), betsy.ng@nie.edu.sg	Dr Betsy Ng Ling Ling (Betsy Yin Linlin), betsy.ng@nie.edu.sg	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 20	8	15-Aug-19	Thursday, 18:00 - 20:00	NIE2-01-TR215	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students	MED (DP) students	
Master of Education (Drama)	MDR902	Drama Education, Curriculum and Assessment	4	Tutorial Group 1	19	14-Aug-19	Wednesday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof Tan Cheng Chye Marcus, marcus.tan@nie.edu.sg	Dr Jennifer Wong Pui Cheng, jennifer.wong@nie.edu.sg	HD students with the Pre-Requisites (Students must have a degree / diploma / certificate in theatre, drama or drama education AND/OR have experience with drama pedagogy or use of drama in a classroom context). Please seek course coordinator's permission if you do not meet the Pre-Requisites.	HD students with the Pre-Requisites (Students must have a degree / diploma / certificate in theatre, drama or drama education AND/OR have experience with drama pedagogy or use of drama in a classroom context). Please seek course coordinator's permission if you do not meet the Pre-Requisites.	
Master of Education (Drama)	MDR921	Page to Stage	4	Tutorial Group 1	20	13-Aug-19	Tuesday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof Tan Cheng Chye Marcus, marcus.tan@nie.edu.sg	Asst Prof Tan Cheng Chye Marcus, marcus.tan@nie.edu.sg	HD students	HD students	
Master of Education (Drama)	MED902	Integrative Project	2	Tutorial Group 5	20	14-Aug-19	Wednesday, 18:30 - 20:30	NIE3A-B2-09 (Rehearsal Room)	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene_r@nie.edu.sg	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene_r@nie.edu.sg	MED (Drama) students	MED (Drama) students	
Master of Education (Early Childhood)	MEC803	Investigations in Early Childhood	3	Tutorial Group 1	5	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-TR206	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	Med (EC) students	Med (EC) students	Common Class with MEC 903
Master of Education (Early Childhood)	MEC806	Curriculum Design and Development	3	Tutorial Group 1	2	16-Aug-19	Friday, 18:00 - 21:00	NIE2-01-TR201	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	Med (EC) students	Med (EC) students	Common Class with MEC906
Master of Education (Early Childhood)	MEC807	Diversity in the Early Childhood (EC) Classroom	3	Tutorial Group 1	5	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR210	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	Med (EC) students	Med (EC) students	Common Class with MEC907
Master of Education (Early Childhood)	MEC813	Professionalism in Early Childhood	3	Tutorial Group 1	5	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR204	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	ECSE1, /Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	Med (EC) students	Med (EC) students	Common Class with MEC909
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 1	30	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-TR204	Dr Dr Kam Chee Rebecca Chan, rebecca.chan@nie.edu.sg	Dr Dr Kam Chee Rebecca Chan, rebecca.chan@nie.edu.sg	MED (EC) Aug 2019 (PT & FT) students	HD students. For non-Med(EC) students, please write to instructor to seek permission.	
Master of Education (Early Childhood)	MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 1	30	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR203	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	MED (EC) Jan 2019 (PT) & Aug 2019 (FT) students	HD students. For non-Med(EC) students, please write to instructor to seek permission.	
Master of Education (Early Childhood)	MEC903	Research Investigations in Early Childhood Education	4	Tutorial Group 1	30	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-TR206	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MED (EC) Aug 2018 (PT) and Jan 2019 (FT) students	MED (EC) Aug 2018 (PT) and Jan 2019 (FT) students	Common Class with MEC803
Master of Education (Early Childhood)	MEC906	Curriculum Design and Development in Early Childhood Education	4	Tutorial Group 1	28	16-Aug-19	Friday, 18:00 - 21:00	NIE2-01-TR201	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	MED (EC) students except the Aug 2019 (PT) students	HD students. For non-Med(EC) students, please write to instructor to seek permission.	Common Class with MEC806
Master of Education (Early Childhood)	MEC907	Diversity in Early Childhood Education	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR210	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	Med (EC) students except the Aug 2019 (PT) students	HD students. For non-Med(EC) students, please write to instructor to seek permission.	Common Class with MEC807
Master of Education (Early Childhood)	MEC909	Professionalism in Early Childhood Education	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR204	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	ECSE1, /Dr Wu Pinhui, Sandra, sandra.wu@nie.edu.sg	MED (EC) students except the Aug 2019 (PT) students	HD students. For non-Med(EC) students, please write to instructor to seek permission.	Common Class with MEC813
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 6	30	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-04 (Education Computing Lab 5)	Assoc Prof TAN AI GIRL, aigirl.tan@nie.edu.sg	Assoc Prof TAN AI GIRL, aigirl.tan@nie.edu.sg	MED (EC) Aug 2019 (PT & FT) students	MED (EC) Aug 2019 (PT & FT) students	
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 6	30	13-Aug-19	Tuesday, 18:00 - 20:00	NIE2-01-TR206	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MED (EC) Jan 2018 (PT) & Jan 2019 (FT) students	MED (EC) Jan 2018 (PT) & Jan 2019 (FT) students	Common Class with MPM902 and MPM907
Master of Education (Early Childhood)	MMM800	Critical Inquiry	3	Tutorial Group 6	10	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR206	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	MED (EC) students	MED (EC) students	Common Class with MED 902 TG06
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 7	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR210	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	MED (DP) and MED (EA) students	MED (DP) and MED (EA) students	
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 7	5	15-Aug-19	Thursday, 18:00 - 20:00	NIE2-01-TR213	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	MED (EA) part-time students	MED (EA) part-time students	
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 21	5	15-Aug-19	Thursday, 14:00 - 16:00	NIE7-01-TR171	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	MED (EA) full-time students	MED (EA) full-time students	
Master of Education (Educational Assessment)	MPM902	Design of Assessment Systems	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR211	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	MED (EA) students	HD students	
Master of Education (Educational Assessment)	MPM903	Measurement Theories	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	NIE2-02-02A (Education Computing Lab 7)	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg	MED (EA) students	HD students	
Master of Education (Educational Assessment)	MPM906	Social and Emotional Development and Assessment	4	Tutorial Group 1	5	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	Prof ANG PEI-HUI, REBECCA, rebecca.ang@nie.edu.sg/Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg/Assoc Prof HUAN SWEI LENG, vivien, vivien.huan@nie.edu.sg/Dr NG EE LYNN, eelynn.ng@nie.edu.sg	MED (EA) students	HD students	Cross-listed with MDP901 (TG01)
Master of Education (Educational Assessment)	MPM907	Children Cognitive Development and Assessment	4	Tutorial Group 1	5	19-Aug-19	Monday, 14:00 - 17:00	NIE2-01-TR213	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (EA) students	HD students	Cross-listed with MDP902 and MPM902
Master of Education (Educational Assessment)	MPM908	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	5	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR216	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (EA) students	HD students	Cross-listed with MDP909

HIGHER DEGREE PROGRAMMES AUGUST 2019 SEMESTER

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Add/Drop Period: 13 Aug 2019 (9am) to 26 Aug 2019 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Education (Educational Assessment)	MPM909	Elementary Statistics for Education	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR214	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	HD students	HD students	
Master of Education (Educational Assessment)	MPM911	Applied Regression Analysis	4	Tutorial Group 1	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-02A (Education Computing Lab 7)	Dr Amelia Joy-Marie Yeo Ai-Mei, amelia.yeo@nie.edu.sg	Dr Amelia Joy-Marie Yeo Ai-Mei, amelia.yeo@nie.edu.sg/Dr Chue Kah Loong, kahloong.chue@nie.edu.sg	HD students	HD students	
Master of Education (English Language)	MMM800	Critical Inquiry	3	Tutorial Group 8	25	16-Aug-19	Friday, 18:00 - 21:00	NIE3-01-TR307	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	MED (English Language), MAAL students	MED (English Language), MAAL students	
Master of Education (English)	MED900	Educational Inquiry	4	Tutorial Group 8	25	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-02-03 (Education Computing Lab 6)	Dr GUO LIBO, libo.guo@nie.edu.sg/Dr Green Clarence Gerald, clarence.green@nie.edu.sg	Dr GUO LIBO, libo.guo@nie.edu.sg/Dr Green Clarence Gerald, clarence.green@nie.edu.sg	MED (English) students	MED (English) students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 8	25	16-Aug-19	Friday, 18:00 - 20:00	NIE3-01-TR311	Dr GUO LIBO, libo.guo@nie.edu.sg/Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	Dr GUO LIBO, libo.guo@nie.edu.sg/Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MED (English) students	MED (English) students	
Master of Education (English)	MEL901	Language and Literature Education	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-01-TR303	Asst Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	Assoc Prof CHEW GHIM LIAN, PHYLLIS, phyllis.chew@nie.edu.sg/Asst Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	HD students	HD students	
Master of Education (English)	MEL902	Analyzing Literature and Language	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	NIE3-01-TR313	Assoc Prof TEO CHIN SOON, PETER, peter.teo@nie.edu.sg	Asst Prof LOH CHIN EE, chin.loh@nie.edu.sg/Assoc Prof TEO CHIN SOON, PETER, peter.teo@nie.edu.sg	HD students	HD students	
Master of Education (English)	MEL914	Teaching Oral Communication: Current Theories and Approaches	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-01-TR314	Dr NG CHEW HONG, chiewhong.ng@nie.edu.sg	Dr NG CHEW HONG, chiewhong.ng@nie.edu.sg	HD students	HD students	
Master of Education (English)	MEL925	Literature and Film	4	Tutorial Group 1	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR308	Dr YEO KAH SIN DENNIS, dennis.yeo@nie.edu.sg	Dr YEO KAH SIN DENNIS, dennis.yeo@nie.edu.sg	HD students	HD students	
Master of Education (English)	MEL928	Children's Literature for the English Classroom	4	Tutorial Group 1	25	16-Aug-19	Friday, 18:00 - 21:00	NIE3-01-TR309	Dr JO ANN SHEK, joann.shek@nie.edu.sg	Dr JO ANN SHEK, joann.shek@nie.edu.sg	HD students	HD students	
Master of Education (Science)	MSC903	Science as Practice	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	AST - TR 22 (BLK C LEVEL 3)	Assoc Prof TAN AIK LING, aikling.tan@nie.edu.sg	Assoc Prof TAN AIK LING, aikling.tan@nie.edu.sg	HD students	HD students	Course is offered as in-service course as well.
Master of Education (High Ability Studies)	MMM800	Critical Inquiry	3	Tutorial Group 10	10	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-01-TR304	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.g@nie.edu.sg	Asst Prof BACSAL RHODA MYRA GARCES, rhoda.bacsal@nie.edu.sg	MED (HAS) Jan 2017 intake only	MED (HAS) students	Common Class with MED902 (TG22)
Master of Education (Learning Sciences and Technologies)	MED900	Educational Inquiry	4	Tutorial Group 11	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof QUEK CHOON LANG, GWENDOLINE, choonlang.quek@nie.edu.sg/Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg/Asst Prof WEN YUN, yun.wen@nie.edu.sg	Assoc Prof QUEK CHOON LANG, GWENDOLINE, choonlang.quek@nie.edu.sg/Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg/Asst Prof WEN YUN, yun.wen@nie.edu.sg	MED(LST) students	MED(LST) students	
Master of Education (Learning Sciences and Technologies)	MLT809	Research Methodologies for the Learning Sciences	3	Tutorial Group 1	5	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Prof LOOI CHEE KIT, cheekit.looi@nie.edu.sg	Prof LOOI CHEE KIT, cheekit.looi@nie.edu.sg	MED(LST) students	HD students	Common Class with MLT909
Master of Education (Learning Sciences and Technologies)	MLT812	Blended Learning in Schools	3	Tutorial Group 1	12	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MED(LST) students	HD students	Common Class with MLT912
Master of Education (Learning Sciences and Technologies)	MLT813	Technology Supported Assessment	3	Tutorial Group 1	8	19-Aug-19	Monday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Dr NG SIEW LING, CONNIE, connie.ng@nie.edu.sg	Dr NG SIEW LING, CONNIE, connie.ng@nie.edu.sg	MED(LST) students	HD students	Common Class with MLT913
Master of Education (Learning Sciences and Technologies)	MLT909	Research Methodologies for the Learning Sciences	4	Tutorial Group 1	20	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Prof LOOI CHEE KIT, cheekit.looi@nie.edu.sg	Prof LOOI CHEE KIT, cheekit.looi@nie.edu.sg	MED(LST) students	HD students	Common Class with MLT809
Master of Education (Learning Sciences and Technologies)	MLT912	Blended Learning in Schools	4	Tutorial Group 1	13	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	MED(LST) students	HD students	Common Class with MLT812
Master of Education (Learning Sciences and Technologies)	MLT913	Technology Supported Assessment	4	Tutorial Group 1	17	19-Aug-19	Monday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Dr NG SIEW LING, CONNIE, connie.ng@nie.edu.sg	Dr NG SIEW LING, CONNIE, connie.ng@nie.edu.sg	MED(LST) students	HD students	Common Class with MLT813
Master of Education (Learning Sciences and Technologies)	MLT801	Foundations of the Learning Sciences	3	Tutorial Group 1	3	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	MED(LST) students	MED(LST) students	Common Class with MID805, MID905 and MLT901
Master of Education (Learning Sciences and Technologies)	MLT901	Foundations of the Learning Sciences	4	Tutorial Group 1	12	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	Assoc Prof TAN SENG CHEE, sengchee.tan@nie.edu.sg	MED(LST) students	MED(LST) students	Common Class with MID805, MID905 and MLT801
Master of Education (Malay Language)	MED902	Integrative Project	2	Tutorial Group 12	25	19-Aug-19	Monday, 18:00 - 20:00	NIE3-01-TR319	Dr KARTINI BTE ANWAR, kartini.anwar@nie.edu.sg/Dr SA'EDA BTE BUANG, saeda.buang@nie.edu.sg	Dr KARTINI BTE ANWAR, kartini.anwar@nie.edu.sg/Dr SA'EDA BTE BUANG, saeda.buang@nie.edu.sg	ML students with pre-requisites.	ML students with pre-requisites	
Master of Education (Malay Language)	MML904	Features of the Malay Language in Singapore	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-01-TR322	Assoc Prof ROKSANA BIBI BTE ABDULLAH, roksana.abdullah@nie.edu.sg	Assoc Prof ROKSANA BIBI BTE ABDULLAH, roksana.abdullah@nie.edu.sg	ML HD students	ML HD students.	
Master of Education (Mathematics)	MED902	Integrative Project	2	Tutorial Group 13	15	16-Aug-19	Friday, 18:00 - 20:00	NIE7-B1-10 (Maths Lab 5)	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	MED (Maths) students	MED (Maths) students	Common class with MMM800 (TG13)
Master of Education (Science)	MED902	Integrative Project	2	Tutorial Group 16	25	15-Aug-19	Thursday, 18:00 - 20:00	NIE7-01-TR708	Assoc Prof TAN KIM CHWEE, DANIEL, daniel.tan@nie.edu.sg	Assoc Prof TAN KIM CHWEE, DANIEL, daniel.tan@nie.edu.sg	MED (Science) students	MED (Science) students	
Master of Education (Mathematics)	MME815	Geometry and The Teaching of Geometry	3	Tutorial Group 1	2	15-Aug-19	Thursday, 18:00 - 21:00	NIE7-B1-10 (Maths Lab 5)	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg/Dr PAUL MAURICE EDMUND SHUTLER, paul.shutler@nie.edu.sg	MED (Maths) students	HD students. Please seek course coordinator's permission	Common class with MME915
Master of Education (Mathematics)	MME823	Psychology of Learning Mathematics at the Primary Level	3	Tutorial Group 1	2	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-B1-01 (Maths Lab 1)	Dr NG KIT EE, DAWN, dawn.ng@nie.edu.sg	Dr CHENG LU PIEN, lupien.cheng@nie.edu.sg/Dr NG KIT EE, DAWN, dawn.ng@nie.edu.sg	MED (Maths) students	HD students. Please seek course coordinator's permission	Common class with MME923
Master of Education (Music)	MUE904	Studies in Musical Behaviours	4	Tutorial Group 1	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-02-07 (Performance Room)	Assoc Prof EUGENE IRUTHAYARAJ DAIRIANATHAN, eugene.d@nie.edu.sg	Assoc Prof EUGENE IRUTHAYARAJ DAIRIANATHAN, eugene.d@nie.edu.sg	MED (Music) students	HD students. Please seek course coordinator's permission	
Master of Education (Chinese Language)	MCL909	Teaching of Reading and Writing of Chinese: From Theory to Practice	4	Tutorial Group 1	35	13-Aug-19	Tuesday, 18:00 - 21:00	AST - TR 12 (BLK B LEVEL 3)	Dr Tan Ah Hong, ahong.tan@nie.edu.sg	Dr Tan Ah Hong, ahong.tan@nie.edu.sg	MED CL students (Aug 2017 intake, Jan 2018 intake, Jan 2019 Intake-FT & PT), PhD (CL specialisation) students	MED CL students (Aug 2017 intake, Jan 2018 intake, Jan 2019 Intake-FT & PT), PhD (CL specialisation) students. Other HD students, please write to course coordinator or course instructor for permission.	
Master of Education (Mathematics)	MME915	Geometry and the Teaching of Geometry	4	Tutorial Group 1	18	15-Aug-19	Thursday, 18:00 - 21:00	NIE7-B1-10 (Maths Lab 5)	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg/Dr PAUL MAURICE EDMUND SHUTLER, paul.shutler@nie.edu.sg	MED (Maths) students	HD students. Please seek course coordinator's permission	Common class with MME815
Master of Education (Mathematics)	MME923	Psychology of Learning Mathematics at the Primary Level	4	Tutorial Group 1	18	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-B1-01 (Maths Lab 1)	Dr NG KIT EE, DAWN, dawn.ng@nie.edu.sg	Dr CHENG LU PIEN, lupien.cheng@nie.edu.sg/Dr NG KIT EE, DAWN, dawn.ng@nie.edu.sg	MED (Maths) students	HD students. Please seek course coordinator's permission	Common class with MME823

HIGHER DEGREE PROGRAMMES AUGUST 2019 SEMESTER

Last Update: 19-Aug-2019

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Online Course Registration: 22 July 2019 (9am) to 24 July 2019 (5pm)
Add/Drop Period: 13 Aug 2019 (9am) to 26 Aug 2019 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Education (Mathematics)	MMM800	Critical Inquiry	3	Tutorial Group 13	5	16-Aug-19	Friday, 18:00 - 21:00	NIE7-B1-10 (Maths Lab 5)	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	MED (Maths) students	MED (Maths) students	Common class with MED902 (TG13)
Master of Education (Music)	MED902	Integrative Project	2	Tutorial Group 14	25	13-Aug-19	Tuesday, 18:00 - 20:00	NIE3-02-14 (Music Studio 2)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	MED (Music) students	MED (Music) students	
Master of Education (Music)	MUE902	Philosophy of Music Education	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	AST - TR 13 (BLK B LEVEL 3)	Asst Prof TAN YUH CHAU LEONARD, leonard.tan@nie.edu.sg	Asst Prof TAN YUH CHAU LEONARD, leonard.tan@nie.edu.sg	MED (Music) students	HD students. Please seek course coordinator's permission.	
Master of Education (Curriculum and Teaching)	MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 2	25	14-Aug-19	Wednesday, 18:00 - 21:00	AST - TR 12 (BLK B LEVEL 3)	Assoc Prof TAN HENG KIAT, KELVIN, kelvin.tan@nie.edu.sg	Assoc Prof TAN HENG KIAT, KELVIN, kelvin.tan@nie.edu.sg	Med(C&T)	HD students	
Master of Education (Primary)	MED902	Integrative Project	2	Tutorial Group 15	7	15-Aug-19	Thursday, 18:00 - 20:00	NIE2-01-TR206	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg		MED (Pri) students	MED (Pri) students	Common Class with MMM800(TG15)
Master of Education (Primary)	MMM800	Critical Inquiry	3	Tutorial Group 15	1	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR206	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	MED (Pri) students	MED (Pri) students	Common Class with MED902 TG15
Master of Education (Primary)	MPS902	Children Cognitive Development and Assessment	4	Tutorial Group 1	2	19-Aug-19	Monday, 14:00 - 17:00	NIE2-01-TR213	Dr Lee Ai Noi, ainoli.lee@nie.edu.sg	Dr Lee Ai Noi, ainoli.lee@nie.edu.sg	MED (Pri) students	MED (Pri) students	Cross-listed MDP902
Master of Education (Primary)	MPS905	Visual Arts and Creativity	4	Tutorial Group 1	5	13-Aug-19	Tuesday, 18:00 - 21:00	AST - TR 14 (BLK B LEVEL 3)	Dr LEE ENG KEONG, JUNED, june.lee@nie.edu.sg	Dr ANG WEE KERN, WINSTON, winston.ang@nie.edu.sg	MED (Pri) students	MED (Pri) students	Cross-listed MEA902
Master of Education (Mathematics)	MME805	Assessment in Mathematics	3	Tutorial Group 1	2	14-Aug-19	Wednesday, 18:00 - 21:00	AST - TR 21 (BLK C LEVEL 3)	Asst Prof Choy Ban Heng, banheng.choy@nie.edu.sg	Asst Prof Choy Ban Heng, banheng.choy@nie.edu.sg	MED (Maths) students	HD students. Please seek course coordinator's permission	Common class with MME905
Master of Education (Mathematics)	MME905	Assessment in Mathematics	4	Tutorial Group 1	18	14-Aug-19	Wednesday, 18:00 - 21:00	AST - TR 21 (BLK C LEVEL 3)	Asst Prof Choy Ban Heng, banheng.choy@nie.edu.sg	Asst Prof Choy Ban Heng, banheng.choy@nie.edu.sg	MED (Maths) students	HD students. Please seek course coordinator's permission	Common class with MME805
Master of Education (Science)	MSC904	Assessment of students' alternative conceptions and conceptual change	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-02-01(Science Edu Lab)	Assoc Prof SUBRAMANIAM S/O RAMANATHAN, subramaniam.r@nie.edu.sg	Assoc Prof SUBRAMANIAM S/O RAMANATHAN, subramaniam.r@nie.edu.sg	HD students	HD students	Cross-listed with INS6015
Master of Education (Special Education)	MED900	Educational Inquiry	4	Tutorial Group 17	25	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-02-03 (Education Computing Lab 6)	Mr KEE KIAK NAM, kiaknam.kee@nie.edu.sg	Mr KEE KIAK NAM, kiaknam.kee@nie.edu.sg	Med (SE) students	Med (SE) students	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 17	10	15-Aug-19	Thursday, 18:00 - 20:00	NIE2-01-TR203	Dr Chen Mo, mo.chen@nie.edu.sg	Asst Prof BACSAL RHODA MYRA GARCES, rhoda.bacsal@nie.edu.sg	Med (SE) students	Med (SE) students	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 22	10	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-01-TR304	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg		Med (SE) students	Med (SE) students	Common Class with MMM800 (TG10)
Master of Education (Special Education)	MSE902	Human Development	4	Tutorial Group 1	45	19-Aug-19	Monday, 18:00 - 21:00	NIE2-01-TR202 & TR208	Dr TAN SOO CHING CAROL, carol.tan@nie.edu.sg	Assoc Prof WONG MENG EE, menginee.wong@nie.edu.sg	Med (SE) students only	HD students	
Master of Education (Special Education)	MSE912	Early Intervention	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:00 - 21:00	NIE2-01-TR203	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	Assoc Prof POON KIN LOONG, KENNETH, kenneth.poon@nie.edu.sg/Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	Med (SE) students only, except August 2019 (Part-time) intake	HD students	Common Class with MEP822
Master of Education (Special Education)	MSE913	Curriculum Design and Development	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR204	Dr AILSA GOH EE PING, ailsa.goh@nie.edu.sg	Dr AILSA GOH EE PING, ailsa.goh@nie.edu.sg	Med (SE) students except August 2019 (part-time) intake	HD students	
Master of Education (Tamil Language)	MTL816	Assessment for Tamil Language	3	Tutorial Group 1	12	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR321	Assoc Prof SEETHA LAKSHMI, seetha.lakshmi@nie.edu.sg	Assoc Prof SEETHA LAKSHMI, seetha.lakshmi@nie.edu.sg/Assoc Prof SIVAKUMARAN S/O RAMALINGAM, sivakumaran.r@nie.edu.sg	HD students	HD students	Common Class with MTL906
Master of Education (Tamil Language)	MTL906	Assessment for Tamil Language	4	Tutorial Group 1	13	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR321	Assoc Prof SEETHA LAKSHMI, seetha.lakshmi@nie.edu.sg	Assoc Prof SEETHA LAKSHMI, seetha.lakshmi@nie.edu.sg/Assoc Prof SIVAKUMARAN S/O RAMALINGAM, sivakumaran.r@nie.edu.sg	HD students	HD students	Common Class with MTL816
Master of Science (Exercise and Sport Studies)	MES803	Managing Sport and Exercise Organizations in Singapore	3	Tutorial Group 1	15	16-Aug-19	Friday, 18:00 - 21:00	NIE5-01-TR505	Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	PESS2,	HD students from PESS/AG 2018 intake or earlier	HD students from PESS/AG 2018 intake or earlier	Common class with MES907
Master of Science (Exercise and Sport Studies)	MES813	Exercise, Nutrition and Obesity	3	Tutorial Group 1	5	19-Aug-19	Monday, 18:00 - 21:00	NIE5-01-TR505	Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	PESS3,	HD students from PESS/AG 2018 intake or earlier	HD students from PESS/AG 2018 intake or earlier	Common class with MES910
Master of Science (Exercise and Sport Studies)	MES824	Exercise Psychology: Psychology of Physical Activity	3	Tutorial Group 1	15	15-Aug-19	Thursday, 18:00 - 21:00	NIE5-01-TR505	Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	PESS4,	HD students from PESS/AG 2018 intake or earlier	HD students from PESS/AG 2018 intake or earlier	Common class with MES911
Master of Science (Exercise and Sport Studies)	MES834	Qualitative Research Design and Methods in Physical Education and Sports Science	3	Tutorial Group 1	10	14-Aug-19	Wednesday, 18:00 - 21:00	NIE5-01-TR505	Dr CHUNG HO JIN, hojin.chung@nie.edu.sg	Dr CHUNG HO JIN, hojin.chung@nie.edu.sg/Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	HD students from PESS/AG 2018 intake or earlier	HD students from PESS/AG 2018 intake or earlier	
Master of Science (Exercise and Sport Studies)	MES901	Integrative Project	2	Tutorial Group 1	7	13-Aug-19	Tuesday, 18:00 - 21:00	NIE5-01-TR505	Asst Prof CABRAL DOS SANTOS BARBOSA TIAGO MANUEL, tiago.barbosa@nie.edu.sg	Asst Prof CABRAL DOS SANTOS BARBOSA TIAGO MANUEL, tiago.barbosa@nie.edu.sg	HD students from PESS/AG 2019 intake	HD students from PESS/AG 2019 intake	Common class with MMM800 (TG21)
Master of Science (Exercise and Sport Studies)	MES907	Managing Sport Organisations in Singapore	4	Tutorial Group 1	15	16-Aug-19	Friday, 18:00 - 21:00	NIE5-01-TR505	Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	PESS2,	HD students from PESS/AG 2019 intake	HD students	Common class with MES803
Master of Science (Exercise and Sport Studies)	MES910	Physical Activity, Nutrition & Health	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:00 - 21:00	NIE5-01-TR505	Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	PESS3,	HD students from PESS/AG 2019 intake	HD students	Common class with MES813
Master of Science (Exercise and Sport Studies)	MES911	Psychology of Physical Activity	4	Tutorial Group 1	15	15-Aug-19	Thursday, 18:00 - 21:00	NIE5-01-TR505	Dr Lin Yen-Chun, yenchun.lin@nie.edu.sg	PESS4,	HD students from PESS/AG 2019 intake	HD students	Common class with MES824
Master of Science (Exercise and Sport Studies)	MMM800	Critical Inquiry	3	Tutorial Group 21	7	13-Aug-19	Tuesday, 18:00 - 21:00	NIE5-01-TR505	PESS1,	PESS1,	HD students from PESS/AG 2018 intake or earlier	HD students from PESS/AG 2018 intake or earlier	Common class with MES901
Master of Science (Life Sciences)	MLS800	Independent Research Project	3	Tutorial Group 1	25	Individual arrangement	Individual arrangement	Individual arrangement	Dr GOH PI LEE, BEVERLY, beverly.goh@nie.edu.sg	Dr GOH PI LEE, BEVERLY, beverly.goh@nie.edu.sg	All MSc (Life Sciences) students who have completed at least 6 courses in MSc (Life Sciences) Programme and are not doing the 6AU dissertation.	All MSc (Life Sciences) students who have completed at least 6 courses in MSc (Life Sciences) Programme and are not doing the 6AU dissertation.	Students must have completed 6 courses within MSc (Life Sciences) Programme before they can enroll. Students will need to download the form at the following website and get approval on the project before they can register for this course. http://www.nie.edu.sg/docs/nse/mis800_rpfom
Master of Science (Life Sciences)	MLS865	Comparative Environmental Physiology	3	Tutorial Group 1	25	15-Aug-19	Thursday, 18:30 - 21:30	NIE7-01-TR701	Assoc Prof CHEW SHIT FUN, sfun.chew@nie.edu.sg	Assoc Prof CHEW SHIT FUN, sfun.chew@nie.edu.sg	PhD(Science) Aug 19 intake	HD students with pre-requisites. Please seek course coordinator's permission.	

HIGHER DEGREE PROGRAMMES AUGUST 2019 SEMESTER

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Add/Drop Period: 13 Aug 2019 (9am) to 26 Aug 2019 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Science (Life Sciences)	MLS901	Critical Inquiry (Applied Plant Sciences)	2	Tutorial Group 1	25	17-Aug-19	Saturday, 09:00 - 11:00	NIE7-01-TR702,NIE7-02-34(Applied Biology Lab)	Asst Prof CHEN ZHONG, zhong.chen@nie.edu.sg	Asst Prof CHEN ZHONG, zhong.chen@nie.edu.sg/Assoc Prof HE JIE, jie.he@nie.edu.sg	MSc(LS) Applied Plant Sciences Aug 2017 intake	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS923	Separation and Analytical Chemistry	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:30 - 21:30	NIE5-01-TR506	Assoc Prof TAN SWEE NGIN, sweengin.tan@nie.edu.sg	NSSE1, /Assoc Prof TAN SWEE NGIN, sweengin.tan@nie.edu.sg	MSc(LS) Chemistry Aug 2018, Jan 2019 and Aug 2019 intakes.	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS928	Green Chemistry	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:30 - 21:30	NIE7A-B1-07 (Science Education Laboratory II)	Dr TEO YONG CHUA, yongchua.teo@nie.edu.sg	Assoc Prof TAN SWEE NGIN, sweengin.tan@nie.edu.sg/Dr TEO YONG CHUA, yongchua.teo@nie.edu.sg	MSc(LS) Chemistry Jan 2018, Aug 2018, Jan 2019 & Aug 2019 intakes. MSc(LS) Applied Plant Sciences Aug 2017 intake.	HD students with relevant educational background. Please seek course coordinator's permission.	
	MLS929	Medicinal Chemistry	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:30 - 21:30	NIE7-01-TR709	Dr TAN LIK TONG, liktong.tan@nie.edu.sg		MSc(LS) Chemistry Jan 2018 & Aug 2019 intakes.	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS942	Global Energy Systems	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:30 - 21:30	NIE7-B1-22(Electronics/Pulse Technology Lab)	Assoc Prof STUART VICTOR SPRINGHAM, stuart.springham@nie.edu.sg	Assoc Prof STUART VICTOR SPRINGHAM, stuart.springham@nie.edu.sg	MSc(LS) Clean Energy Physics Aug 2018 & Jan 2019 intakes.	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS951	Lasers and Photonics	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:30 - 21:30	NIE7-B1-22(Electronics/Pulse Technology Lab)	Assoc Prof LEE CHOON KEAT, PAUL, paul.lee@nie.edu.sg	Assoc Prof LEE CHOON KEAT, PAUL, paul.lee@nie.edu.sg	MSc(LS) Clean Energy Physics Jan 2018, Aug 2018 & Jan 2019 intakes.	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS952	Nanotechnology	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:30 - 21:30	NIE7-B2-04(Physics Lab 2A)	Prof XU SHUYAN, shuyan.xu@nie.edu.sg	Prof XU SHUYAN, shuyan.xu@nie.edu.sg	MSc(LS) Clean Energy Physics Jan 2018, Aug 2018 & Jan 2019 intakes.	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS961	Critical Inquiry (Environmental Science)	2	Tutorial Group 1	25	17-Aug-19	Saturday, 09:00 - 11:00	NIE7-01-TR702,NIE7-02-34(Applied Biology Lab)	Asst Prof CHEN ZHONG, zhong.chen@nie.edu.sg	Asst Prof CHEN ZHONG, zhong.chen@nie.edu.sg/Assoc Prof HE JIE, jie.he@nie.edu.sg	MSc(LS) Environmental Science Aug 2018 intake	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS966	Field Techniques in Environmental Science	4	Tutorial Group 1	25	15-Aug-19	Thursday, 18:30 - 21:30	NIE7-01-TR709	Dr GOH PI LEE, BEVERLY, beverly.goh@nie.edu.sg	Dr GOH PI LEE, BEVERLY, beverly.goh@nie.edu.sg/Assoc Prof HE JIE, jie.he@nie.edu.sg/Dr TAN LIK TONG, liktong.tan@nie.edu.sg	MSc(LS) Applied Plant Sciences Aug 2017 intake, MSc(LS) Environmental Science Jan 2018 intake	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS972	Advances in Ecology	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:30 - 21:30	NIE7-02-32(Animal Sciences Lab)	Dr Norman Lim T-Lon, norman.lim@nie.edu.sg	Assoc Prof LIM SIEW-LEE, SHIRLEY, shirley.lim@nie.edu.sg/NSSE2, /Dr Norman Lim T-Lon, norman.lim@nie.edu.sg	MSc(LS) Environmental Biology Aug 2019 intake.	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS973	Physiological and Molecular Responses of Plants and Animals to Environmental Stress I	4	Tutorial Group 1	25	14-Aug-19	Wednesday, 18:30 - 21:30	NIE7-01-TR701	Assoc Prof CHEW SHIT FUN, sfun.chew@nie.edu.sg	Assoc Prof CHEW SHIT FUN, sfun.chew@nie.edu.sg	MSc(LS) Environmental Biology Aug 2019 intake.	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS983	Advances in Animal Ecology	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:30 - 21:30	NIE7-02-32(Animal Sciences Lab)	Dr Norman Lim T-Lon, norman.lim@nie.edu.sg	Assoc Prof LIM SIEW-LEE, SHIRLEY, shirley.lim@nie.edu.sg/NSSE2, /Dr Norman Lim T-Lon, norman.lim@nie.edu.sg	MSc(LS) Zoological Sciences Jan 2018 intake.	HD students with relevant educational background. Please seek course coordinator's permission.	
Master of Science (Life Sciences)	MLS985	Chemical Ecology	4	Tutorial Group 1	25	19-Aug-19	Monday, 18:30 - 21:30	NIE7-01-TR708	Dr TAN LIK TONG, liktong.tan@nie.edu.sg	Dr TAN LIK TONG, liktong.tan@nie.edu.sg	MSc(LS) Environmental Science Jan & Aug 2018 intakes, MSc(LS) Zoological Sciences Jan 2018 intake.	HD students with pre-requisites. Please seek course coordinator's permission.	
Master of Science (Mathematics for Educators)	MSM811	Abstract Algebra for Educators	3	Tutorial Group 1	5	19-Aug-19	Monday, 18:00 - 21:00	NIE7-01-TR718	Dr TEO KOK MING, kokming.teo@nie.edu.sg	Dr TEO KOK MING, kokming.teo@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM911
Master of Science (Mathematics for Educators)	MSM815	Discrete Mathematics and Problem Solving	3	Tutorial Group 1	5	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-01-TR718	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Dr Koh Khee Meng, kheemeng.koh@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM912
Master of Science (Mathematics for Educators)	MSM821	Real Analysis	3	Tutorial Group 1	5	19-Aug-19	Monday, 18:00 - 21:00	NIE7-01-TR719	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Dr Chew Tuan Seng, tuanseng.chew@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM921
Master of Science (Mathematics for Educators)	MSM824	Topics in Applied Algebra	3	Tutorial Group 1	15	16-Aug-19	Friday, 18:00 - 21:00	NIE7-01-TR718	Asst Prof TOH PEE CHOON, peechoon.toh@nie.edu.sg	Asst Prof TOH PEE CHOON, peechoon.toh@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM933
Master of Science (Mathematics for Educators)	MSM832	Topology	3	Tutorial Group 1	5	15-Aug-19	Thursday, 18:00 - 21:00	NIE7-01-TR718	Assoc Prof ZHAO DONGSHENG, dongsheng.zhao@nie.edu.sg	Assoc Prof ZHAO DONGSHENG, dongsheng.zhao@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM923
Master of Science (Mathematics for Educators)	MSM800	Mathematical Inquiry	3	Tutorial Group 1	10		Individual arrangement	Individual arrangement	Individual arrangement		MSc (MAE) students.	MSc (MAE) students.	
Master of Science (Mathematics for Educators)	MSM900	Mathematical Research Methods	2	Tutorial Group 1	25	16-Aug-19	Friday, 18:00 - 21:00	NIE7-B1-14 (Cauchy Lab)	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg/Dr PAUL MAURICE EDMUND SHUTTLER, paul.shuttler@nie.edu.sg/Assoc Prof ZHAO DONGSHENG, dongsheng.zhao@nie.edu.sg/Asst Prof ZHU YING, ying.zhu@nie.edu.sg	MSc (MAE) students.	MSc (MAE) students.	
Master of Science (Mathematics for Educators)	MSM911	Ring Theory for Educators	4	Tutorial Group 1	20	19-Aug-19	Monday, 18:00 - 21:00	NIE7-01-TR718	Dr TEO KOK MING, kokming.teo@nie.edu.sg	Dr TEO KOK MING, kokming.teo@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM811
Master of Science (Mathematics for Educators)	MSM912	Discrete Mathematics for Educators	4	Tutorial Group 1	20	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-01-TR718	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Dr Koh Khee Meng, kheemeng.koh@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM815
Master of Science (Mathematics for Educators)	MSM913	Computing and Programming Techniques for Educators	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	NIE7-B1-18 (Bernoulli Lab)	Assoc Prof ANG KENG CHENG, kengcheng.ang@nie.edu.sg	Assoc Prof ANG KENG CHENG, kengcheng.ang@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	
Master of Science (Mathematics for Educators)	MSM921	Real Analysis	4	Tutorial Group 1	20	19-Aug-19	Monday, 18:00 - 21:00	NIE7-01-TR719	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Dr Chew Tuan Seng, tuanseng.chew@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM821
Master of Science (Mathematics for Educators)	MSM923	Topology	4	Tutorial Group 1	20	15-Aug-19	Thursday, 18:00 - 21:00	NIE7-01-TR718	Assoc Prof ZHAO DONGSHENG, dongsheng.zhao@nie.edu.sg	Assoc Prof ZHAO DONGSHENG, dongsheng.zhao@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM832
Master of Science (Mathematics for Educators)	MSM933	Topics in Applied Algebra	4	Tutorial Group 1	10	16-Aug-19	Friday, 18:00 - 21:00	NIE7-01-TR718	Asst Prof TOH PEE CHOON, peechoon.toh@nie.edu.sg	Asst Prof TOH PEE CHOON, peechoon.toh@nie.edu.sg	MSc (MAE) students.	HD students. Please seek course coordinator's permission.	Common class with MSM824
NIE Doctor in Education	EDCT902	Advanced Studies on Assessment and Learning	4	Tutorial Group 1	12	15-Aug-19	Thursday, 18:00 - 21:00	NIE7-01-TR717	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg/Assoc Prof TAN HENG KIAT, KELVIN, kelvin.tan@nie.edu.sg	EDD students (Curriculum and Teaching)	Doctoral students. Please write to course instructor to seek permission.	
NIE Doctor in Education	EDEL902	Language and Literature Education	4	Tutorial Group 1	1	14-Aug-19	Wednesday, 18:00 - 21:00	NIE3-01-TR303	Asst Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	Assoc Prof CHEW CHIM LIAN, PHYLLIS, phyllis.chew@nie.edu.sg/Asst Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	EDD (English) students	Doctoral students. Please write to course instructor to seek permission.	Common Class with MEL901
NIE Doctor in Education	EDEL903	Bilingualism and Biliteracy: Theory and Practice	4	Tutorial Group 1	1	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-01-TR303	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	EDD (English) students	Doctoral students. Please write to course instructor to seek permission.	Common Class with MAE918 & MAE833

HIGHER DEGREE PROGRAMMES AUGUST 2019 SEMESTER

Last Update: 19-Aug-2019

Timetable is subject to changes. Students are required to check the timetable again one week before the commencement of lessons.
*Please refer to the "Course Synopses" from page 11 onwards.

Online Course Registration: 22 July 2019 (9am) to 24 July 2019 (5pm)
Add/Drop Period: 13 Aug 2019 (9am) to 26 Aug 2019 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
NIE Doctor in Education	EDEL905	Issues in English language Teaching and Learning	4	Tutorial Group 1	1	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-01-TR306	Asst Prof Geraldine Kwek, geraldine.kwek@nie.edu.sg	Asst Prof Geraldine Kwek, geraldine.kwek@nie.edu.sg	Edd (English) students	Edd (English) students	Common Class with MAE922
NIE Doctor in Education	EDH5901	Issues and Research in Humanities Education	4	Tutorial Group 1	15	13-Aug-19	Tuesday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg	Assoc Prof MARK CHARLES BAILDON, mark.baildon@nie.edu.sg/Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg/Dr SUHAIMI BIN MOHAMED AFANDI, suhaimi.afandi@nie.edu.sg	EDD students (Humanities and Social Studies)	Doctoral students. Please write to course instructor to seek permission.	Common Class with MAS901 & MAS802
NIE Doctor in Education	EDH5902	Curriculum Leadership in Social Studies	4	Tutorial Group 1	10	15-Aug-19	Thursday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Dr CHEE MIN FUJ, minfui.chee@nie.edu.sg	Dr CHEE MIN FUJ, minfui.chee@nie.edu.sg/Dr KHO EE MOI, eemoi.kho@nie.edu.sg	EDD students (Humanities and Social Studies)	Doctoral students. Please write to course instructor to seek permission.	Common Class with MAS940 & MAS840
NIE Doctor in Education	EDLC902	Ethics for Leaders	4	Tutorial Group 1	25	13-Aug-19	Tuesday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	Assoc Prof TAN HWEE PHIO, CHARLENE, charlene.tan@nie.edu.sg	EDD students (Educational Leadership and Change)	Doctoral students. Please write to course instructor to seek permission.	
NIE Doctor in Education	EDLM902	Understanding Learner Motivation: Theory, Research and Practice	4	Tutorial Group 1	5	15-Aug-19	Thursday, 18:00 - 21:00	NIE2-01-TR208	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	Assoc Prof CAROLINE KKH NEE M M CAROLINE LAI TUNG, caroline.koh@nie.edu.sg/Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg/Dr NG EE LYNN, eelynn.ng@nie.edu.sg/Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	EDD students. PhD students, please write to course instructor to seek permission.	EDD students. PhD students, please write to course instructor to seek permission.	Common class with MDP911
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 1	6	14-Aug-19	Wednesday, 18:00 - 21:00	NIE7-01-TR715	Heng Tang Tang, tangtang.heng@nie.edu.sg	Heng Tang Tang, tangtang.heng@nie.edu.sg	Open to EDD students (Curriculum and Teaching, Learning and Motivation)	Open to EDD students (Curriculum and Teaching, Learning and Motivation)	4 classes in May 2019
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 2	3	14-Aug-19	Wednesday, 18:00 - 21:00	Big group - TR715; small group - arrange with tutor	Heng Tang Tang, tangtang.heng@nie.edu.sg	Assoc Prof DAVID NG FOO SEONG, david.ng@nie.edu.sg	Open to EDD students (Educational Leadership and Change)	Open to EDD students (Educational Leadership and Change)	4 classes in May 2019
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 3	3	14-Aug-19	Wednesday, 18:00 - 21:00	Big group - TR715; small group - arrange with tutor	Heng Tang Tang, tangtang.heng@nie.edu.sg	Dr CHEE MIN FUJ, minfui.chee@nie.edu.sg/Prof LOW EE LING, eeling.low@nie.edu.sg/ Dr Loh Chin Ee, chinee.loh@nie.edu.sg	Open to EDD students (English, Humanities and Social Studies)	Open to EDD students (English, Humanities and Social Studies)	4 classes in May 2019

Course Code	Course Title	Description	Academic Unit
EDCT902	Advanced Studies on Assessment and Learning	This is a doctoral seminar-based course to help participants in developing a broad, critical, and well-informed understanding of the conceptual and empirical questions related to learning and assessment practices. In doing so, it seeks to develop in participants the capacity for conducting inquiry into the complex and dynamic issues related to these practices. Participants are expected to read the research critically, examine the key issues embedded, and articulate and apply the key ideas in examining their respective chosen research problems. The course provides opportunities for participants to review and re-examine their research problems, with reference to the key learning and assessment issues, and in light of the self-selected literature they read in the seminar.	4
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
EDEL903	Bilingualism and Biliteracy: Theory and Practice	This course provides an in depth look at the theory, practice, methods of data collection, approaches to data coding, and new directions in the field of bilingualism and biliteracy. The course will focus on both biliteracy in the classroom and biliteracy in society. In terms of the classroom we will discuss how best to teach children who are learning English as a second/third language and how to help emergent bilinguals struggling to acquire reading skills in English. In terms of biliteracy in society, we will look at the way biliteracy is celebrated in advertising, media and creative writing.	4
EDHS901	Issues and Research in Humanities Education	This course provides an introduction to issues and research in humanities education and opportunities to examine the ways current research can be applied to classroom practice in Singapore. Participants will have opportunities to examine issues central to curriculum, student learning and thinking, and pedagogy, and consider implications these studies have for teaching and learning in the humanities. The course provides opportunities to explore a range of issues, the purposes of the subjects and different perspectives within the field.	4
EDHS902	Curriculum Leadership in Social Studies	Many issues and challenges are involved in the implementation of Social Studies, one of the most important subjects for citizenship education. This course aims to prepare participants to lead in curriculum development, pedagogical innovations and professional development in social studies. Participants will be encouraged to examine the distinction between curriculum management and leadership, and to consider opportunities for collaborative curriculum design and professional discourse on the theory and practice of curriculum leadership.	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
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
MAC810	Ethical, Legal and Professional Issues in Counselling	The topics covered include professional roles and function, codes of ethics and standards of practice, legal matters and potential liabilities, safeguarding confidentiality, duty to warn, boundaries in therapeutic relationships, client rights, and value differences with clients in the Singapore context.	3

Course Code	Course Title	Description	Academic Unit
MAC812	Life-Span Developmental Psychology	This course gives an overview of the development and disorders of child and adolescent. It discusses the main features of physical and psychosocial development of children and adolescents. Topics which will be covered include the role of self-concept and self-esteem, parent-child relationships, asperger, autism, ADHD, anger management and prevention of violence, creativity and emotional intelligence.	3
MAC813	Career Development and Counselling	This course provides an understanding of the theories of career development and career counselling / guidance; acquire knowledge and skills in career guidance, assessment counselling; know the development of career guidance counselling in Singapore schools community; know the trends and issues in workforce development in Singapore and beyond; mobilise / organise resources in and out of the school to facilitate the implementation of the programme; and design research to review / evaluate the programme for improvement.	3
MAC814	Theories of Counselling and Psychotherapy	This course aims to help students develop an in-depth understanding of major current affective, cognitive, and behavioural models and skills in using these approaches in counselling. Specific orientations discussed include psychoanalytic therapy, Person-centered therapy, Reality therapy, Gestalt therapy, Rational-emotive-behavioural therapy and Cognitive-behavioural therapy.	3
MAC818	Research Methodology and Statistical Analysis in Counselling	This course covers the research designs and basic statistics. For research designs, topics covered include research problems and hypothesis formulation, the sampling and instrumentation, writing research reports, and evaluating research. For research statistics, students are exposed to the understanding of basic statistics and using statistical software (SPSS) in data analysis. Topics included are preliminary data analysis, descriptive and inferential analysis, parametric and non-parametric tests, univariate and multivariate tests.	3
MAC820	Introduction to Family Counselling	This course gives an introduction to family systems theories and investigates family issues that surface in counselling. Critical examination of systemic change, dysfunction, stages of family development, the dynamics of family interaction, problems associated with individual adjustments, adaptations and other reactions within family is included.	3
MAC821	Mental Health and Community Counselling	This course introduces the students to the field of community mental health counselling. Topics covered include the roles of the community mental health counsellor, professional ethics, managed care, various contexts of practice and organisational structures, outreach, advocacy, mandated clients, crisis intervention services, prevention, consultation, and an understanding of how diversity influences the practice of mental health/community counselling.	3
MAE800	Research Methodology in Applied Linguistics	This course is an introduction to major research methodologies in applied linguistics. It aims to help participants: (1) understand fundamental principles and key issues in doing applied linguistic research; (2) become informed consumers of published research; and (3) develop the necessary abilities to conduct their own research. To these ends, the course covers both quantitative and qualitative research designs and data collection methods, and gives balanced attention to the knowledge base of applied linguistic research and hands-on experience with various components of the research process.	3
MAE802	Language Acquisition Studies	This course examines theories of language acquisition (first, second and bilingual) from psycholinguistic and sociolinguistic perspectives. Processes and contexts of acquisition and development are considered including discussion of information-processing approaches to language acquisition, development in skill areas of language use (e.g. oral, writing), and the possible impact of difference contexts of learning (e.g. home, school). Students will read a selection of research articles on current theories of language acquisition and examine data sets from language learners in order to better understand the theories and possible implications for classroom language teaching.	3
MAE803	Language Curriculum Development	This course examines the historical development of the language curriculum from 1800 to the present time. It provides course participants with insights into how the theory of learning and methods of teaching influence language curriculum planning. It also looks into syllabus design choices and tools for developing and evaluating English Language textbooks and other related language teaching-learning materials. At the more practical level, during each tutorial session, course participants will interpret an aspect of curriculum development and use it to plan or analyse some curriculum document (e.g. an English Language syllabus, a specific English Language program, a language learning package, etc). Over time and by the end of the course, participants will be able to see a full picture of what language curriculum planning entails	3

Course Code	Course Title	Description	Academic Unit
MAE809	Oracy Development and Research	Speaking and listening are important skills for thinking, learning and communication. This course examines the concept of oracy by considering views of spoken English and discusses its role in first and second language learning. Through a critical reading of research and other scholarly discussions, participants will learn about speaking and listening development from cognitive, social and discourse perspectives. This knowledge will be applied in evaluating and improving current practices in the teaching and assessment of speaking and listening competence in first and second language classrooms. Implications of oracy for thinking and learning will also be discussed.	3
MAE827	Language Teaching Methodology	This course seeks to provide an overview of current approaches to the teaching of English as a second or foreign language. This course introduces participants to theoretical models for explaining language learning and examines the influences these models have on English language teaching approaches and methodologies. Teachers and teachers-in-training will discover that the course not only seeks to clarify the assumptions behind various methods and approaches and their similarities and differences, but also help them to explore their own beliefs and practices in language teaching.	3
MAE833	Bilingualism and Bilitery: Theory and Practice	This course introduces current theories in the field of bilingualism and biliteracy, looking at bilingualism in the classroom as well as in society. Traditional theories like codeswitching, language transfer, and language interference will be discussed alongside more recent approaches such as translanguaging. The course will also teach students how to store, tag, code and analyze data which consists of two or more languages. Students will also learn some basic ways of measuring outcomes in bilingualism like conducting the Peabody Picture Vocabulary Test for receptive and productive vocabulary for early learners.	3
MAE836	Psycholinguistics	This subject provides students with an introduction to current psycholinguistics theories and research. It focuses on the educational implications of psycholinguistics, exploring topics such as how language interacts with thought, how learners build a mental model of grammar, and how discourse is produced and processed. Students will critically evaluate competing theories of grammar from the perspective of cognitive science, and gain some hands-on experience with corpus linguistics research methods. By completing this course, students will have a better understanding of how the field of psycholinguistics connects to language development, curriculum and pedagogy.	3
MAE900	Research Methodology in Applied Linguistics	This course focuses on research methodology in applied linguistics and covers a range of theoretical, practical, and ethical issues in applied linguistics research, with an emphasis on language teaching and learning. It examines principles for undertaking empirical research, introduces main quantitative and qualitative methods for conducting small-scale research in the language classroom, and provides hands-on experience with research designs, instruments for data collection, quantitative and qualitative methods of data analysis, evaluation of published research, and research report writing.	4
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
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
MAE907	Oracy Development and Research	This course examines the concept of oracy by considering theories about spoken English and its learning and use in first and second language contexts. Through a critical reading of research and scholarly discussions, participants will learn about speaking and listening development from cognitive, social and discourse perspectives. This knowledge will be applied in evaluating and improving current practices in the teaching and assessment of speaking and listening competence in first and second language classrooms as well as in understanding the role of oracy in learning at home and in school.	4

Course Code	Course Title	Description	Academic Unit
MAE918	Bilingualism and Bilinguality: Theory and Practice	This course provides an in depth look at the theory, practice, methods of data collection, approaches to data coding, and new directions in the field of bilingualism and bilinguality. The course will focus on both bilinguality in the classroom and bilinguality in society. In terms of the classroom we will discuss how best to teach children who are learning English as a second/third language and how to help emergent bilinguals struggling to acquire reading skills in English. In terms of bilinguality in society, we will look at the way bilinguality is celebrated in advertising, media and creative writing.	4
MAE921	Psycholinguistics	This course provides students with a foundation in psycholinguistics and methodological training in conducting research in the field. The subject offers an overview of the theoretical and experimental knowledge of the field, and how this relates to language education. Psycholinguistics is an inherently multidisciplinary field which draws on work from psychology, syntax, semantics, first and second language acquisition, corpus linguistics, sociolinguistics and speech production/perception.	4
MAE922	Sociophonetics: Studies of Speech in Society	Sociophonetic studies sit at the interface of sociolinguistics and phonetics. The course thus seeks to combine the skill-based nature of phonetic research with the applicative approach of sociolinguistic studies. Through the acoustic analysis of speech, there will be opportunities for considering inter- and intra-speaker phonetic variation and change, how these share a bilateral relationship with social and contextual factors, and, more widely, how these relate to discussions of concepts and issues surrounding speech production and perception. Students will benefit from both the developing of technical skills in phonetic research and the application of phonetic findings to the way language exists and varies in society. Upon completion of this course, students should be able to: critically evaluate and discuss how examining speech patterns contributes to the understanding of how language varies and changes in society, examine socially constructed variation and change using theories and techniques from experimental phonetics, understand the relationship between social and contextual factors and variability in speech production and perception, synthesize relevant literature and design a sociophonetics research project.	4
MAE990	Integrative Project	This capstone course aims to equip participants with the knowledge and skills that they will need to identify a specific language-education or language-related problem or issue, and demonstrate a critical understanding of, for example, causes, consequences, controversies, complexities, etc., of the problem or issue by reviewing relevant scholarly literature and designing a study that will address it.	2
MALC802	Globalization, Educational Change and Pedagogical Reform	This course is an introduction to cultural and economic globalization, its impacts on educational policy and practice, and related issues of school change, leadership, curriculum reform and new pedagogy. It provides students with a conceptual and analytic understanding of cultural and economic globalization, an understanding and engagement with practical educational issues and problems that Singapore and other countries face as a result of globalization. The course discusses curriculum and policy reform strategies that are seeking to respond to current and emergent conditions in the educational landscapes of selected countries.	3
MALC804	Curriculum Implementation and School Improvement	This course focuses on implementation issues associated with national and school-based curriculum innovation efforts, professional development and school improvement. It addresses the theoretical concepts that are related to the implementation process and issues of curricular innovations in schools. It is designed to encourage educational leaders to examine their assumptions about the nature of educational change and the complex process of implementing planned change at the school and classroom levels. Participants will be expected to review, critically analyse and relate relevant literature to their own experiences of working with innovation and change initiatives in their own contexts.	3
MALC806	Integrative Study Project	This course will build around a series of seminars that will integrate each students learning experiences and expand her/his knowledge, understanding and practice of leadership. The integrative study project that a student undertakes arises from an identification of a problem which forms the focus of inquiry. Students will need to locate and read the most relevant literature in order to understand more deeply the problem identified, recommend solutions and discuss the implications of recommendations for policy and practice. Students will be required to submit a final report of about 3,000 4,000 words.	1

Course Code	Course Title	Description	Academic Unit
MALC811	Crafting the Curriculum - From Theory to Practice	Curriculum planning and design are essential ingredients in the curriculum development process. The course will introduce participants to the nature of the design process, and considers principal forms of commonplace curriculum designs found in schools and educational systems. Participants will learn about the key principles of effective curriculum design and have the opportunity to apply the principles learnt through a collaborative curriculum design project in a chosen disciplinary field or an area of interest. The important issue of teacher curriculum planning is also addressed.	3
MALC831	Assessment and Learning	In recent years, there has been renewed interest, and a growing body of literature and research on assessment for learning, sometimes referred to as formative assessment or classroom assessment. At the same time, there is a growing awareness of the confluence of assessment and learning and the tensions between assessment and learning as a dialectic. This course is designed to provide educational leaders with a theoretical framework and an informed understanding of the assessment and learning dialectic in various issues so that they can evaluate assessment practices and policies in their own context. Participants are then able to systematically and critically reflect on assessment practices in their own contexts and to learn from the experiences and contexts of others.	3
MALC832	Programme and Curriculum Evaluation	This course aims at developing participants professional competency in understanding and designing evaluation studies in educational context. Through exploring the theories of the nature of major evaluation models, participants will develop understanding of the key aspects, including the politics and ethics of designing evaluation studies. Examples from various sources will be used as case studies. The course introduces key steps in planning and carrying out an evaluation and participants are expected to design an evaluation. Attention is given to needs assessment, formative research, methods of data collection, and the monitoring of outputs and outcomes.	3
MAP811	Research Methods in Applied Psychology	This course examines the rationale and processes of research in Applied Psychology. Topics include the nature and purposes of educational and social research in the helping professions, research ethics and research design, the nature and process of conducting qualitative research, the nature and process of conducting quantitative research, single-subject research designs, survey and experimental design, sampling and instrumentation, evaluation research, quantitative and qualitative methods of data collection, writing research reports and evaluating research.	3
MAP812	Statistics in Applied Psychology	This course covers the principles and techniques in the use of statistics for helping professionals. Topics include variables, data and data organisation, the normal curve and levels of measurement, central tendency and variability, probability and sampling, correlation and measures of association, hypothesis testing, techniques for analysing categorical data, the use of computers in data analysis, summarising and presenting statistical results.	3
MAS802	Issues and Research in Humanities Education	The course considers the current state of research in social studies. It looks at current research foci such as, historical thinking, global education and IT. Students will complete an in-depth study of the education research in an area of their interest in order to develop an understanding of the issues concerned.	3
MAS837	Ancient Civilizations of the East	This course will provide a survey of the ancient civilizations of the East, namely China, India and Southeast Asia. There will be specific focus on political and social institutions and developments with a view of showing the continuity between past and present. This course will further acquaint students with a core body of the literature of the ancient world of the East. This course designed primarily for lower secondary history and primary social studies teachers as the new primary social studies curriculum and the revised lower secondary curriculum include topics that focus on ancient Eastern civilizations.	3
MAS840	Curriculum Leadership in Social Studies	Social Studies is one of the most important subjects for citizenship education. Many issues and challenges are involved in the implementation of Social Studies. There is a need to adequately prepare curriculum leaders to not only implement and evaluate but to envision and conceptualize the curriculum in engaging and meaningful ways for 21st century learners. This course will prepare participants to lead in curriculum development, pedagogical innovations and professional development. Participants will also be encouraged to examine the distinction between curriculum management and leadership. There will also be opportunities for collaborative curriculum design and professional discourse on the theory and practice of curriculum leadership.	3

Course Code	Course Title	Description	Academic Unit
MAS841	Field Inquiry in Physical Geography	<p>Fieldwork plays a critical role in physical geography through which new understanding of the world can be crystallized by the analysis of the data collected from the field. The focus of this course is on the theoretical understanding of the place of fieldwork in physical geography, as well as the practical application of fieldwork techniques to geographical inquiry.</p> <p>With the emphasis on inquiry and issues based approach in the new Secondary Geography syllabus that was rolled out in 2013, this course thus seeks to address the needs of teachers who now must guide their students in field inquiry at all levels. The combination of theory and fieldwork addresses the current approaches in the Geography curriculum. This course would further enable teachers to update their knowledge and practice of field inquiry and apply new understandings to their teaching of physical geography in considering the contribution of fieldwork in physical geography to academic and school geography.</p>	3
MAS901	Issues and Research in Humanities Education	This course will provide an introduction to issues and research in humanities education and opportunities to examine the ways current research can be applied to classroom practice in Singapore. Participants will have opportunities to examine issues central to curriculum, student learning and thinking, and pedagogy, and consider implications these studies have for teaching and learning in the humanities. The course provides opportunities to explore a range of issues, the purposes of the subjects and different perspectives within the field.	4
MAS937	Ancient Civilizations of the East	This course will provide a survey of the ancient civilizations of the East, namely China, India, and Southeast Asia. There will be specific focus on political and social institutions and developments with a view of showing the continuity between the past and the present. This course will further acquaint students with the archaeological evidence and literature of the ancient world of the East. This course is designed for history and social studies teachers as well as anyone who is interested.	4
MAS940	Curriculum Leadership in Social Studies	Many issues and challenges are involved in the implementation of Social Studies, one of the most important subjects for citizenship education. This course aims to prepare participants to lead in curriculum development, pedagogical innovations and professional development in social studies. Participants will be encouraged to examine the distinction between curriculum management and leadership, and to consider opportunities for collaborative curriculum design and professional discourse on the theory and practice of curriculum leadership.	4
MAS941	Field Inquiry in Physical Geography	Fieldwork plays a critical role in physical geography through which new understandings of the world can be crystallized by the analysis of the data collected from the field. The focus of this course is on the theoretical understanding of the place of fieldwork in physical geography, as well as the practical application of fieldwork techniques to geographical inquiry. This combination of theory and fieldwork addresses the current approaches in the Geography curriculum and would further enable participants to update their knowledge and practice of field inquiry. Participants would also be able to apply new understandings in considering the contribution of fieldwork in physical geography to academic and school geography.	4
MCL805	Classical Chinese Literature and its Teaching	This course will discuss the historical development of Chinese literature; stylistic features of various genres; major schools, writers and works. Comparisons between the curricula, syllabi and pedagogies of classical Chinese literature in Singapore, Hong Kong, Taiwan and Mainland China will be drawn. The infusing of thinking skills into the teaching of classical Chinese literature and how classical Chinese literary works can be used in the teaching of Chinese Language and moral/national education will be developed. (Taught in Chinese)	3
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
MCL904	Chinese Literature and Culture and Its teaching	As a Chinese literature teacher in a secondary school or junior college, this course is helpful in enhancing understanding the developments in Chinese literature and culture and allowing teachers to hone their teaching pedagogies. This course will examine the historical regularity and characteristics of Chinese literature and culture, and related pedagogical theory and practice based on the development of Chinese literature and culture.	4

Course Code	Course Title	Description	Academic Unit
MCT923	Assessment Leadership	<p>This course aims to develop teachers assessment leadership in ways relevant to the Singapore context and in alignment with regional and global priorities. Learning, practice and project opportunities are given at all grade levels on how to interact with policy, practice and theory in order to negotiate and manage assessment change.</p> <p>Assessment leadership is the application of assessment literacy to inform educational administration, decision-making, and change management. Assessment literacy and leadership are recognized priorities locally, regionally and globally. In Singapore, this prioritization is embodied in policy/practice initiatives such as PERI, Holistic Assessment, Balanced Assessment and assessment of the 21CCs.</p> <p>Resistance is also to be expected when translating and implementing assessment policy in schools. Given the consistent warnings from research and scholarship about the difficulties involved for teachers to interpret and enact assessment to meet its multiple and at times conflicting purposes, school leadership in the area of interpreting and guiding formative assessment policy in specific school contexts would be hugely important.</p> <p>This course combines theory, research and practice to build students capacity as informed agents of change relative to these and other emerging assessment initiatives. Methods of engagement include group work, interactive lectures, problem-based learning activities, and authentic course assessments.</p> <p>MCT923 is structured through a series of sequential objectives: * Common understandings of concepts, theories and practices are established. * Students examine leadership and change in Singapore, regional and global assessment contexts. * Students utilize decision-making frameworks to understand application of leadership and change theory to assessment scenarios. * New understandings are deepened through relevant, problem-based learning (PBL) activities. * Students construct a leadership and change management plan that will allow them to extend their assessment leadership knowledge and skills within their professional contexts.</p>	4
MCL910	Chinese Language Testing and Assessment	Testing and assessment forms a critical component of language learning and Chinese language curriculum. It is not only closely related to the teachers pedagogy and students learning strategy, but also determines and impacts learning outcomes for both short and long terms.	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
MCP815	Family and Marital Counselling	This course covers the theoretical bases as well as practical aspects in working with couples and families. Major theories for assessment and intervention including the systems, structural and ecological framework will be discussed. Various approaches, techniques and skills in clinical work with families will be examined.	3
MCP817	Vocational Assessment and Career Counselling	This course aims at preparing the counsellor for an expanded role in career guidance. Topics include: social and economic contexts, theories of career development, the role of information, assessment of career development, career guidance programme in schools, models in career counselling and current issues in career counselling.	3

Course Code	Course Title	Description	Academic Unit
MCP818	Advanced Counselling Skills	The pre-requisite course is MAP809 Theories and Techniques of Counselling. The aim of this course is for students to develop an in-depth understanding of current therapeutic models and skill in using these approaches in counselling. On completion of the course students should be able to demonstrate competency in a range of practical interviewing and counselling skills. They will also be able to explain the theoretical models that underpin various clinical intervention skills, describe the strengths and weaknesses of various clinical intervention techniques, and demonstrate knowledge about and skills in intervention techniques from several different perspectives. Students will also be able to recognise the influence of multicultural factors in the etiology and treatment of psychological disorders.	3
MCP819	Psychological Disorders across the Life Span	This course provides an overview on the assessment and treatment of various psychological disorders in childhood, adolescence, adulthood and old age. Examples of psychological disorders covered are school phobia and separation anxiety, attention deficit hyperactivity disorder (ADHD), conduct disorder and delinquency; eating disorders and sleep disorders, stress and stress reactions, anxiety, depression and mania, suicide and attempted suicide, drug and alcohol dependence. The interplay of biological, psychological, family and social determinants will be discussed.	3
MCT804	Curriculum Implementation: Major Concepts and Issues	This course focuses on implementation issues associated with national and school-based curriculum improvement efforts and educational change. It addresses the theoretical concepts that are related to the implementation process of educational and curriculum change. 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 changes at the school and classroom levels. Participants will be expected to critically review, analyse and relate relevant literature to their own experiences of working with innovation and change initiatives in their particular contexts.	3
MCT823	Assessment for Learning in Singapore: Critical Perspectives of Policy and Practice	<p>Assessment for Learning (AfL) is recently referred to ubiquitously in Singaporean classrooms, but its meanings, implications and applications from and for policy and practice are less clear. This course examines local discourse of AfL in Singapore policy and school practice(s), against its varied and different formulations in the formative assessment and AfL literature. In particular, the (re)construction of AfL as classroom assessment practices is problematized from its formative assessment research origins, and subsequent policy and practice realities.</p> <p>The course introduces and discusses the context of the implementation of AfL within classroom assessment policy initiatives in Singaporean classrooms, such as Holistic Assessment and Balanced Assessment. Participants are led to critically reflect on and understand the possibly deeply entrenched conceptions and practices of classroom assessment that existed according to past values and priorities. If new assessment policies purporting to support teaching and learning are to be taken up within Singaporean classrooms, one needs first to look critically within the current conceptions and practices. Critical reading of formative assessment and AfL research, coupled with personal reflections of Singapore schools AfL practices, encourages participants to critically examine the attitudes, beliefs and values permeating their day-to-day classroom assessment work.</p>	3
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	Designing the Curriculum	<p>This course is an introduction to curriculum design and development. The underlying framework for the course is one that views curriculum building as a design process that requires ongoing study of and reflection about curriculum, the needs and motivations of the learner and the practice of teaching within the contexts that the curriculum, learner and teacher are situated. An overview of philosophical perspectives on curriculum will form the basis for exploring central and perennial curriculum questions: What knowledge is of most value and worth? How is the learner and learning viewed? What is the role of teachers in creating and enacting curriculum?</p> <p>In this course, students will work in collaborative groups to reflect on curriculum theory by analyzing curriculum documents. In unpacking the tacit assumptions behind each alternative, students will realize that different contexts require different practices, and begin to appreciate the complexities that underlie each curriculum decision. The process of analysis will reveal that curricula are by necessity always incomplete, imperfect and situated. Everything that is included (topic, activity, question, component, material, assessment, etc.) means that something else has been excluded. However, the decisions are not final. Every enacted curriculum is a prototype for developing greater understanding into the problems and challenges that the curriculum was developed to address, which in turn motivates the redesigning of the curriculum. All this takes place within the contexts of the constantly shifting situations the learners and teachers find themselves in. This being the case, students will suggest refinements to the curriculum they have analysed, based on their understanding of the needs of learners, the socio-political milieu, and the moral and ethical dimensions of schooling.</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 don't 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

Course Code	Course Title	Description	Academic Unit
MCT905	Theories and Perspectives of Learning	This is a reflection-intensive, peer-learning course that offers opportunities for students to interpret and discuss some of the established theories and perspectives on how people learn. It will cover ideas from behaviorism, cognitivism, constructivism, and social-constructivism through key topics such as meaning-making, verbal understanding, inquiry learning, representations of knowledge, the process of knowing, situated cognition, and learning in community.	4
MCT911	Curriculum Implementation: Major 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
MCT912	Curriculum and Program Evaluation	This course offers an introduction to key considerations in planning and carrying out an evaluation and participants are expected to design an evaluation for a programme of their interest. The course seeks to develop participants' competencies in interpreting and designing evaluation research in educational contexts. Through considering the purposes of evaluations, examining major theories and models of evaluation, and analyzing cases, participants will develop understanding of the key elements of evaluation, including framing questions, sampling, data collection and analysis, and reporting of findings. Attention will also be given to ethics and relationships with clients and subjects. Examples from various sources will be used as case studies.	4
MCT922	Assessment for Learning in Singapore: Critical Perspectives of Theory and Practice	<p>Assessment for Learning (AfL) is recently referred to ubiquitously in some Singaporean classrooms, but its meanings, implications and applications in schools, and wider workplace learning contexts are less clear. This course first examines the discourse of AfL and formative assessment, against its varied and different theoretical constructions from Anglophone countries (e.g. USA and UK), before examining regional case studies from more recent times.</p> <p>If new AfL policies and practices purporting to support teaching and learning are to be taken up within current and future Singaporean classrooms or workplaces, one needs first to look critically within past and current entrenched conceptions and practices. In particular, the (re-) construction and replication of particular version of AfL as classroom assessment practices is problematized using social-cultural lens, while also situating it within subject specific (or work area) issues, school policy and wider societal realities in Singapore. Critical reading of formative assessment and AfL research (including a locally situated research) would span the entire course. Coupled with personal reflections of assessment policies and practices, this course encourages participants to critically examine and interact with their perceptions and practices of AfL, permeating day-to-day classroom work.</p>	4
MME901	Theoretical Perspectives and Issues in Mathematics Education Research	<p>This is a required specialisation course for the MEd (Mathematics) programme. It equips participants with foundational knowledge in mathematics education as preparation for specialisation elective courses in the programme.</p> <p>This course contributes to one of the programme objectives of providing the participants with a range of the big ideas in mathematics education theories and related research. This serves as an introductory course to induct participants into an inquiry disposition suitable to the disciplinary emphasis in mathematics education.</p>	4

Course Code	Course Title	Description	Academic Unit
MCT933	Affirming Diversity and Culture in Teaching and Learning	<p>Singapores societal fabric has seen great changes within the past decade as the waves of globalization lap against our shores. In terms of demography, there has been evidence of increasing diversity over the past decade with rising non-resident population, trans-national marriages, and divorce rates. At the same time, home language patterns are also shifting. These demographic and social changes are consequently reflected within our school population. Over the past 10 years, the Ministry of Education has been acknowledging that students are coming from increasingly diverse backgrounds and emphasising the need to take into account student diversity in teaching and learning practices. Addressing student diversity is pertinent for several reasons. Firstly, it helps to narrow gaps in student achievement that may arise on the basis of student differences. Secondly, it can promote intergroup understanding that is critical to becoming engaged citizens in a democratic society. Thirdly, it enhances student psychological and emotional belonging as their identities are acknowledged and accepted.</p> <p>This course aims to help participants understand the different ways in which their learners are diverse, on top of learners different ways of cultural being. It engages participants in deep exploration of the complex meaning of culture and the influence of sociocultural theories on learning and teaching. Through critical reading of literature and reflection, participants are encouraged to explore reasons for how and why learner diversity and culture are acknowledged, ignored, or contested. In turn, the course compels participants to consider the implications of diversity and culture on teaching and learning as well as propose ways of incorporating learner resources into their teaching.</p> <p>Yet, prior to recognizing and engaging in work around learner diversity, participants will first be expected to confront their own assumptions, bias, and stereotypes so that paradigmatic shifts around groups and learners can happen. Through critical reflection and reading of social psychology theories, participants will gain understanding of group identity formation and inter-group behaviour as well as explore ways of mitigating the negative effects of inter-group behaviours.</p>	4
MDP901	Social and Emotional Development and Assessment	This course is one of the two core (required specialization) modules in the Master of Education (Developmental Psychology) programme. The course contains major and classic social and emotional development theories that are fundamental to the participants before they take on other more specialized courses in the programme. It also introduces how to assess childrens social and emotional development.	4
MDP902	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
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
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

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
MDP909	Assessment and Development of 21st Century Competencies	The 21st century is often described as a VUCA world one that is volatile, uncertain, complex, and ambiguous. With new demands coming from the 21st workplace, it is thus imperative for educators in various educational institutions to develop students capacities to match the needs of the students future workplace. This thus indicates an imperative need to change the way educators craft their lessons and learning tasks so as to provide students with ample opportunities to gain authentic learning experiences and enable the transfer of relevant knowledge and skills from their classrooms to solve real world problems.	4
MDP911	Understanding Learner Motivation: Theory, Research and Practice	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.	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
MDR921	Page to Stage	<p>This course will examine closely the processes of transposing a play from page to stage. It will look at the conditions and contexts (such as culture, race, class, geopolitics) that determine a work of performance. Theories of adaptation and translation will be introduced as part of broader considerations of how a play is made. The course will also involve close reading and analysis of playtexts and require students to consider the necessary spaces between the space of interpretation - of performance making and translation. It will further examine degrees of adaptations, of what is gained and what is lost, and consider critically what makes a good adaptation of a literary work. Furthermore, the course will also examine languages of the stage and of film, and how these become alternative means of enunciating meaning in the literary work. In addition to critical reading and discussion, there will also be opportunities for students to adapt a work as a stage or film production.</p> <p>The course will be conducted as a lecture/seminar/practical workshop that involves students in critical reading and analysis of literary texts, analysis of film / theatre works, group discussions and individual commentaries. These are done as both non face-to-face and face-to-face activities.</p>	4
#REF!	#REF!	#REF!	#REF!
MEA902	Visual Arts and Creativity	* Learners will understand the types of cognition involved in the creative process of art making. * Learners will experience the dynamic role affective responses play in the art making process. * Learners will understand the importance of interdisciplinary knowledge in engendering creative thoughts. * Learners will also acquire foundational knowledge to facilitate creativity in the classroom setting.	4

Course Code	Course Title	Description	Academic Unit
MEA903	Art and New Media Technology	* To describe and distinguish contemporary practices of Art and New Media Technology * To evaluate affordances of New Media Technology * To develop and create Art works or Art learning tools utilizing New Media Technology	4
MEC803	Investigations in Early Childhood	This course is designed to introduce students to the research and research methods particular to Early Childhood. Students will have the opportunity to locate and review literature in their field, work towards identifying a topic, and develop a method to investigate it.	3
MEC806	Curriculum Design and Development	This course introduces curriculum design and development models and practices pertinent to the field of early childhood education. Students will learn about the why, what and how of curriculum design and development. Issues related to the process of curriculum implementation will also be covered.	3
MEC807	Diversity in the Early Childhood (EC) Classroom	Singapore is a multicultural society where people of different cultures (such as ethnicity, language, religion, gender, physical abilities, age and income) live, study and work together. Hence, there is a need for us to be aware of and deal with these differences in order for us to coexist in peace and harmony. Research shows that the best time to introduce the concepts of diversity and social justice is in the early years. However, teachers of young children must first be aware and acquire the necessary knowledge, skills, attitude, experience and dispositions before they can develop a personal pedagogy which promotes diversity and social justice to work with young children in EC classrooms. They must then work towards promoting childrens voices to be heard in research, practice and policy in the field of early childhood care and education.	3
MEC813	Professionalism in Early Childhood	Students will make an in-depth study in an area of relevance to professionals working in early childhood. The focus of the course is on professional behavior in areas such as social contexts of childhood, curriculum, leadership and relationships with parents and other professionals. Many of these issues are addressed through examples from different disciplines and contexts.	3
MEC901	Child Development (0-8 years)	The MEC901 Course which is the first specialisation course in the MEd (EC) Program, provides the foundation for all the other specialisation courses. This course will help participants conceptualize childrens development across infancy, pre-school and primary school years (birth to 8 years) through the critical review of/reflection on various developmental theories, models, approaches and scholarly works.	4
MEC902	Issues and Trends in Early Childhood Education	This course aims is to empower participants to explore and reflect critically on key current and historical issues and trends underpinning the developments of early childhood education (ECE), and through this, to examine and discuss how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands.	4
MEC903	Research Investigations in Early Childhood Education	This course introduces students to the research design process in early childhood related topics. This course is essential in preparing students for their dissertation and MMM800 (Critical Inquiry) course which would require them to conduct a small research study within a single semester. This course provides the necessary preparation by allowing students to craft a coherent research design gathering literature, sifting through theories, identifying a focused topic and honing in on the studys purpose as well as selecting the specific research methodology for their study which is centered in the early years and commonly used in early childhood education.	4
MEC906	Curriculum Design and Development in Early Childhood Education	The course explores the theoretical and practical nature of various early childhood curriculum approaches across time and context. The discussion will closely examine the wide array of paradigms with the underlying conceptions about children and education in light of a range of practical implications. In order to be able to prepare to be curriculum developer, theorizer, and advocator, the course enhances participants capacity to utilize multiple critical lens to rethinking and doing of educational complexity, equity, and diversity.	4

Course Code	Course Title	Description	Academic Unit
MEC907	Diversity in Early Childhood Education	<p>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.</p> <p>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 childrens voices in research, practice and policy in the field of early childhood care and education (ECCE).</p>	4
MEC909	Professionalism in Early Childhood Education	<p>This course is designed to review and reflect on current understandings of professionalism in the EC field both globally and locally.</p> <p>It explores the twin concepts of leadership and professionalism with reference to early childhood education in the Singapore context. It also explores how leaders can create avenues for professionals to innovate, enriching optimal learning and meeting the needs of children and their families.</p>	4
MED900	Educational Inquiry	<p>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.</p>	4
MED901	Academic Writing for Postgraduate Students	<p>This course will guide postgraduate students in studying the discourse and linguistic conventions of academic writing in their own discipline so that they can better manage the writing of their thesis/research paper. In addition to studying the discourse practices of academic writing, students will also examine the thinking processes underlying the production of those practices.</p>	4
MED902	Integrative Project	<p>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.</p>	2
MEL901	Language and Literature Education	<p>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.</p>	4
MEL902	Analyzing Literature and Language	<p>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.</p>	4
MEL914	Teaching Oral Communication: Current Theories and Approaches	<p>The aim of the course is to introduce contemporary theoretical notions and pedagogical frameworks and approaches related to teaching listening and speaking such as the metacognitive, cognitive and social processes involved in oral communication, the principles and procedures for evaluating listening and oral competence, and the incorporation of multimodal and literary texts. You will explore how to apply the ideas covered and discussed in this course in your own teaching context, which are also relevant to, and can be adapted for, the teaching of other languages in both first and second language contexts.</p>	4

Course Code	Course Title	Description	Academic Unit
MEL925	Literature and Film	This course seeks to examine the interface between film and literature. Multimodality is a daily reality for our students and is becoming increasingly more prevalent. The present curriculum does not prepare our students sufficiently on how to study and analyse multimodal texts. Visual and Media Literacies are also key aspects of 21st Century Skills and Literacies. Although Viewing and Representing have been included in the English Language syllabus, there is little emphasis on these two skills in terms of pedagogy and assessment. Film is the most popular medium today and the closest visual representation of literary works. The course is structured to develop from pictures to graphic novels to film. The movies selected have a literary slant including adaptations or the use of literary texts. Students will work in collaborative groups as well as complete individual assignments.	4
MEL928	Children's Literature for the English Classroom	This course offers an exploration into the world of childrens literature from different theoretical perspectives. It situates childrens literature as sites where issues of class, race, gender, ethnicity, nationality and identity are constructed. Through applications of literary theory, the course offers opportunities to engage critically with texts in relation to readers and contexts. The course will also introduce scholarship from critical discourse and cultural studies revealing childrens stories as not only a means of enculturation but also as a platform to develop the critical and creative imagination.	4
MEM803	Assessment Quality and Standards	The course aims to create constructive, high-quality assessments that meet targets which improve performance. It focuses on developing criteria and standards to ensure valid and reliable outcome measures of performance and management.	3
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 Educations 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
MEM843	Philosophy of Education	The aim of this course is to provide candidates with the understanding of the role that philosophy plays in educational thought and practice. The course will begin with a critical survey of enduring classical teachings on the philosophy of education and will then proceed with the rigorous examination of major issues such as the question of social justice in education, the place of culture and values in the school curriculum, as well as the impact of science and technology on education and society. At the end of the course candidates would gain an appreciation of the role that philosophy plays in helping to clarify the complexities and challenges of contemporary education.	3
MEM902	Assessment Quality and Standards	The course introduces the standards of quality assessment and how to achieve these standards in practice. The concept of quality assessment is analyzed from a process perspective. The course integrates measurement theories and research findings on classroom assessment to discuss the standards of quality assessment. The summative and formative purposes of assessment are distinguished and how to achieve both purposes is discussed. The module is particularly helpful for those who are often involved in assessment practice. Participants will learn the standards of quality assessment, how to evaluate assessment practices, and how to apply various strategies to improve assessment quality in practice.	4
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, protg 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

Course Code	Course Title	Description	Academic Unit
MEM910	Philosophy of Education	Philosophy means the love of wisdom. It is a dedicated pursuit of wisdom through a systematic inquiry into the nature and meaning of the universe and of human life. Philosophy of education is the study of key philosophical ideas that have influenced educational thought and developments in the world. Through an exploration of the views of selected philosophers and philosophies in education, this course aims to provide students with the understanding of the role that philosophy plays in educational thought and practice.	4
MEM916	Teachers as Leaders for Learning	Schools are continually compelled to build capacity in order to cope with increasing demands from key stakeholders such as policymakers, parents and its communities all of which require schools to innovate curricula that bring about a broadened set of learning outcomes in students. Besides investing in teacher quality through appropriate professional development framework and processes so as to significantly impact classroom teaching practices, building quality leadership is equally essential. It has been argued that leadership is second only to teaching in terms of within school factors impacting student learning outcomes. However, besides raising the quality of leaders traditionally at the senior or middle leadership levels, leadership to support teaching and learning must now extend to teacher leaders. The distribution of instructional or/and curriculum leadership practices would only lead to the development of leaders beyond senior and middle leadership levels. Hence, the need to develop teacher leaders who are equally concern to improve teaching and learning. As leaders for learning, teacher teachers work in a range of roles beyond the confines of their classrooms. The focus in this course will be leadership for learning within professional learning communities (PLCs), which includes collaborating with teachers within and beyond schools.	4
MEM932	Critical Inquiry	This course is a capstone course for students who are progressing into the last stage of their academic study in the MAEM program. Students taking this course are required to identify an existing problem area in their organization which is critically affecting the effectiveness of the organizational operation, hence they wish to investigate, and write a mini research proposal. The selection of a practical issue should be related to a theoretical area of management, and to the candidates interest and intention to improve the situation. Students should be able to demonstrate 1) research skills that they have learned from the 2 core courses of research methodologies; 2) insightfulness of practical issues in organizational lives from leadership/management perspectives; 3) pertinence in their selection of theories from the literature review to address the issues; and 4) capability to generate approaches/solutions to deal with the issues.	2
MEP813	Psychological Testing	The pre-requisite course is MAP810 Psychological Assessment. This course provides students with knowledge relating to the theory and practice of psychological testing. It also gives intensive training in the administration of intelligence testing and personality assessment. Opportunities for hands-on experience in the administration and interpretation of selected individual and groups tests will be provided.	3
MEP819	Psychological Disorders across the Life Span	This course provides an overview on the assessment and treatment of various psychological disorders in childhood, adolescence, adulthood and old age. Examples of psychological disorders covered are school phobia and separation anxiety, attention deficit hyperactivity disorder (ADHD), conduct disorder and delinquency; eating disorders and sleep disorders, stress and stress reactions, anxiety, depression and mania, suicide and attempted suicide, drug and alcohol dependence. The interplay of biological, psychological, family and social determinants will be discussed.	3
MEP822	Early Intervention	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.	3
MEP824	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy	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.	3

Course Code	Course Title	Description	Academic Unit
MES803	Managing Sport and Exercise Organizations in Singapore	This course will link the essential concepts of organisational theory to the management of sport organisations. Initially, an introduction will provide common terminology, historical precedents and conceptual framework for sport delivery systems in Singapore. The legal nature and some common legal issues of sport management will be covered. Discussions will centre on the goals of sport organisations and the strategies they take to accomplish them. The environmental factors that affect the effectiveness of the sport organisation will be examined. Issues of leadership and decision making within the organisation will also be discussed. Participants will be required to do an internship with a sport organisation of their choice to better understanding the management of the organisation.	3
MES813	Exercise, Nutrition and Obesity	This course will take an in depth look at the major factors influencing obesity with particular emphasis on diet and exercise. The course will start by examining the evidence linking obesity to increased risk of all cause morbidity and mortality. It will then examine the physiological, psychological and genetic causes of obesity before focusing on the interactions between diet, exercise and obesity. Following this the effectiveness of diet, exercise and drug treatments for obesity will be assessed. The course will end by making recommendations for the use of diet and exercise in the treatment of obesity. Laboratory sessions will be conducted throughout the course to equip students with the skills necessary for measuring energy intake and energy expenditure. Additionally, students will be shown how to plan obesity treatment programmes.	3
MES824	Exercise Psychology: Psychology of Physical Activity	This course aims to provide an understanding and application of the psychology of exercise and physical activity from a health-related perspective. The content areas will cover the three main areas: (a) motivation and psychological determinants in physical activity, (b) relationships between exercise and domains of psychological well-being, and (c) interventions and exercise promotion for groups and individuals.	3
MES834	Qualitative Research Design and Methods in Physical Education and Sports Science	This course provides students with basic understandings of qualitative research designs, strategies, and their applications in the context of physical education and sport. Specifically, the course develops understandings of: the nature of the interpretive research process, the use of qualitative research literature, derivation and evaluation of a research problem, question formulation, systematic inquiry and methods, types of qualitative research available and abstract and interpretive report writing. Providing a context for qualitative data collection and analysis approaches, the course establishes theoretical basis for the design and implementation of a qualitative research study.	3
MES901	Integrative Project	This course will equip students with an advanced level understanding on research methods and critical inquiry. Topics covered include: science knowledge, scientific research an inquiry, scientific writing, and scientific presentation. Students will carry out a small research project, integrating skills and knowledge gathered over the MSc ESS programme. The deliverables are a research paper and a presentation.	2
MES907	Managing Sport Organisations in Singapore	This module examines fundamental organisational theories in sport organisations. The topics include organisational structure and design, problem solving/decision making, power/conflict and organisational culture. At the end of the module, graduate students will develop a broad understanding of management issues in sport organisations. Graduate students will be involved in assignments that provide an opportunity to examine the latest research in organisational behaviour. In addition, they will be given projects that are both practical and applied including case studies.	4
MES910	Physical Activity, Nutrition & Health	This course will equip students with an understanding of the role of physical activity and nutrition in preventing chronic non-communicable lifestyle diseases. Issues related to measurement are covered before examining the evidence that physical activity and good nutrition can be used to prevent and treat a range of chronic lifestyle diseases. Physical activity prescription and nutritional recommendations for the prevention of each disease will be examined. The course will use a range of methods to explore the evidence including lectures, laboratory work, tutorials, online learning, group work and presentations.	4

Course Code	Course Title	Description	Academic Unit
MES911	Psychology of Physical Activity	<p>This course will equip students with an advanced level understanding of psychological knowledge about physical activity for health. Topics covered include: physical activity correlates and theories, physical activity behavioural change, benefits of physical activity to health, measurements of physical activity, data acquisition, data processing and interpretation, and research approaches in physical activity psychology.</p> <p>Students will have opportunities to work on physical activity measurements and data interpretation as a part of research experience, alongside lectures and tutorials. A mix of face-to-face interactions, online learning and group work is implemented in this course. It is intended that students be guided to holistically integrate the knowledge presented throughout the course.</p>	4
MSC903	Science as Practice	<p>* To provide more science education courses for participants to choose in the MEd programme * To strengthen the theory and practice nexus of science as practice in science teaching * To enable participants to make connections between the ideas of science as practice to other classroom practices</p>	4
MID805	Foundations of Learning and Instruction	How do people learn? How do I teach to help learners acquire knowledge and skills? Various theoretical principles and models of learning will be discussed to show how learning takes place and how these could be applied to the design of instruction and training solutions.	3
MID817	Designing E-Learning Systems	There is growing interest by educationists and administrators in developing systems for delivering instruction without students having to be physically present at a common site. This course provides students with an understanding of various instructional approaches and activities used in distance learning, in particular how to develop and use the newer e-learning systems. Additionally, the use of appropriate technologies to deliver distance education, and practical issues and concerns behind the creation and implementation of distance learning systems will be addressed.	3
MID822	E-Learning Tools for Training	Participants will explore various kinds of web-based e-learning tools that will provide solutions to a variety of training and performance problems. Among the innovative technologies which are particularly useful within a corporate training environment are audio and video streaming technologies, synchronous and asynchronous communication tools, and interactive multimedia support. Participants will have hands-on experience using many of these tools, and become aware of how they can be cost-effectively employed in training situations.	3
MID845	Capstone Project for Instructional Design	<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
MID905	Foundation of Learning and Instruction	This course explores issues related to: How do people learn? How do I teach to help learners acquire knowledge and skills? Various learning theories will be discussed to show how learning takes place. We will also discuss various foundations of instruction that could help tutors and trainers design solutions to instructional problems.	4

Course Code	Course Title	Description	Academic Unit
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
MID922	e-Learning Tools for Training	In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.	4
MID944	Methods for Data Collection and Analysis for Instructional Design Projects	This course equips students with the methodological skills to conduct professional practice inquiry in the training, workplace learning and adult learning contexts. It also helps students to start preliminary work for their professional practice inquiry project.	2
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
MLS800	Independent Research Project	This course exposes students to all phases of the scientific research process through inquiry-based learning strategies. Students will undertake in-depth investigations of suitable research questions relevant to their areas of specialisation (i.e., Applied Plant Sciences, Applied Physics, Chemistry, Environmental Sciences and Zoological Sciences). The processes include the formulation of a research problem, literature survey, hypothesis setting, design of experiments, data collection and analyses, discussion of results, writing of scientific papers and presentation of research findings in the scientific arena. This course provides opportunities for leading-edge research in the life sciences.	3
MLS865	Comparative Environmental Physiology	The course discusses physiological functioning and comparative adaptation of animals across a range of environments and to parameters such as water, ions, light, nutrient levels, temperature. Topics include: the physical nature of an organisms environment, size, isometric and allometric scaling; mechanisms of adaptation, physiological regulation of gene expression; osmoregulation, excretion, costs and energetics of water and ion balance; energy metabolism; ventilation systems, comparative physiology of respiratory pigments; respiratory and circulatory adaptations to anoxia, hypoxia during diving, burrowing, high-altitude exposure; adaptations to the deep-sea environment; physiological effects of temperature; adaptations to life in the marine, estuarine, freshwater, thermally extreme and terrestrial (including extreme) environments with attention to thermal, respiratory, ionic, osmotic, reproductive and life-cycle adaptation; mammalian thermoregulation, endocrine system and human reproductive physiology.	3

Course Code	Course Title	Description	Academic Unit
MLS901	Critical Inquiry (Applied Plant Sciences)	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 Applied Plant Sciences specialisation of the Life Sciences Programme. This lab-based course exposes students to principal research approaches and methodologies currently adopted in the life sciences. Tools and techniques will be taught in context of their applications to research and industry. Topics include molecular techniques such as mutagenesis, DNA isolation and quantification, restriction enzyme digests, PCR (polymerase chain reaction), and molecular cloning; determination of proteins; analysis of plant minerals and total reduced nitrogen. Emphasis is on hands-on laboratory experience and linking this to real situations in which tools and techniques can be used to answer specific scientific questions.	2
MLS923	Separation and Analytical Chemistry	The discovery of new functional compounds often starts from the key step in the separation, purification, and qualitative/quantitative detection of the active component(s). The main goals of this course is to familiarise students with (i) state-of-the-art separation methodologies, (ii) development and applications of (bio)sensing/analytical instrumentations. The course topics include concept and trends in modern chemical analysis; various chromatographic and spectrometric methods; case study on separation of biomolecules and environmental samples; and fundamentals of (bio)sensing transducing techniques for the development of biosensors.	4
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
MLS942	Global Energy Systems	This is an introductory course that is designed for students to understand the global energy sources available for mankind. It provides both theoretical and practical understanding of how energy and climate policies are distribute and connected across a multitude of cases drawn from global to local arenas. This is the first course in this Master programme and is intended for those engaged with or planning a career in professional contexts relating to energy management, education, RD and marketing.	4
MLS951	Lasers and Photonics	This is an elective course that is designed for students to understand the science and technology of generating detecting and manipulating light/photons. It provides both theoretical and practical understanding light. This course is intended to support the students by providing the advanced concepts of lasers and light to allow a better understanding of equipment and techniques which they encounter in their science, technology and engineering related Masters or PhD studies.	4
MLS952	Nanotechnology	This is an elective course that is designed for students to understand the physics, technology and applications of nanoscaled materials and devices. These include quantum confinements in 0, 1, 2 and 3 D systems, assembly and characterization of nanostructures, nanofabrication and application of various functional devices.	4
MLS961	Critical Inquiry (Environmental Science)	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 Applied Plant Science specialization of the Life Science Programme. This lab-based course exposes students to principal research approaches and methodologies currently adopted in the life sciences. Tools and techniques will be taught in context of their applications to research and industry. Topics include molecular techniques such as mutagenesis, DNA isolation and quantification, restriction enzyme digests, PCR (polymerase chain reaction), and molecular cloning; determination of proteins; analysis of plant minerals and total reduced nitrogen. Emphasis is on hands-on laboratory experience and linking this to real situations in which tools and techniques can be used to answer specific scientific questions.	2
MLS966	Field Techniques in Environmental Science	In the study of the environment, field research is fundamental to helping scientists understand natural processes, and responses of ecosystems to changes, e.g. environmental change, global warming, pollution. This course introduces current research approaches and methods employed by field 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.	4

Course Code	Course Title	Description	Academic Unit
MLS972	Advances in Ecology	Besides introducing the various concepts in ecology, the course focuses on the complexity and interplay of ecology at the different levels of biological organisation (e.g., individual <-> populations <-> communities). In today's highly altered environments, knowledge about ecology has immense value in real-world applications to ensure a sustainable Earth for future generations. Singaporean issues are central, but are set in a global context. For example, the construction of the EcoLink@BKE in Singapore is an attempt to address habitat fragmentation, an issue also faced by many developing countries due to deforestation and habitat degradation. Topics include population growth models, competition, niche partitioning, trophic interactions, succession, and island biogeography.	4
MLS973	Physiological and Molecular Responses of Plants and Animals to Environmental Stress I	Environmental stress can be caused by both abiotic (physical and chemical) and biotic (effects of other organisms) factors. How plants and animals sense and respond to environmental stress have fascinated scientists. Due to both anthropogenic-driven and nature-driven environmental changes like changing solar radiation (both visible and UV radiation), global warming or increasing temperatures, increasing periods of freezing temperatures and droughts, ocean acidification, and increasing pollutants, determining the ability of plants and animals to sense and respond to different environmental stress becomes increasingly important. Participants in this course will learn about the molecular and physiological mechanisms used by both plants and animals to cope with environmental stress in the different environments.	4
MLS983	Advances in Animal Ecology	Besides introducing the various concepts in animal ecology, the course focuses on the complexity and interplay of animal ecology at the different levels of biological organisation (e.g., individual populations communities). In today's highly altered environments, knowledge about animal ecology has immense value in real-world applications to ensure a sustainable Earth for future generations. Singaporean issues are central, but are set in a global context. For example, the construction of the EcoLink@BKE in Singapore is an attempt to address habitat fragmentation, an issue also faced by many developing countries due to deforestation and habitat degradation. Topics include population growth models, competition, niche partitioning, trophic interactions, succession, and island biogeography.	4
MLS985	Chemical Ecology	This course explores the role and function of chemistry in mediating interactions among a variety of organisms, including intraspecific and interspecific interactions. The course will cover the range of compound classes involved in chemical ecology. In addition, we will discuss the diversity of species interactions and chemical compounds in terrestrial and aquatic systems, and methods (e.g. analytical and molecular techniques) used to detect these compounds. We will cover defensive and offensive chemistry mediating antagonistic interactions; the evolution of defenses; chemicals mediating mutualisms, competition, and sociality; the physiology of chemical production and recognition; and how chemical ecology affects humans. The biotechnological applications of chemical ecology will also be discussed. This course will include paper discussions of relevant recent literature.	4
MLT809	Research Methodologies for the Learning Sciences	This course covers the concepts, theories and practices associated with research designs, measurements and analyses of various instructional contexts in different domains such as schools, workplaces and other public domains. This course addresses a range of topics in learning sciences and instructional design research, namely the generation of research questions/hypotheses; literature review; qualitative and quantitative research designs and analyses; quality of quantitative and qualitative research; and research ethics.	3
MLT812	Blended Learning in Schools	An increasing number of schools integrate e-learning activities into their face-to-face tutorial sessions, which forms the blended learning environment for students. In order to prepare teachers to design and conduct the blended learning approach effectively, this new course is hence proposed to provide them the relevant pedagogical knowledge and ICT skills.	3
MLT813	Technology Supported Assessment	This course discusses the tools, design, pedagogy and practices of technology-supported assessment in classrooms to enhance teaching and learning experiences of students from both cognitive and social constructive perspectives. It will introduce a wide range of technologies to support summative assessment, formative assessment, diagnostic assessment, self-assessment, and peer assessment. The course covers pedagogies and approaches in designing assessment with technology and principles for the appropriate use of technology supported assessment. The benefits and challenges, barrier and enablers in technology-supported assessment will be also discussed.	3

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	Blended Learning in Schools	Topics include: * Pros and cons of using the blended learning approach * Identify and use appropriate ICT tools to support blended learning environments * Design blended learning environments * Develop blended learning environments	4
MLT913	Technology Supported Assessment	Topics include: * theories and approaches in assessment, with more focus on assessment for learning/formative assessment * pedagogies and approaches in designing assessment with technology * principles for the appropriate use of technology supported assessment * benefits and challenges, barrier and enablers in technology supported assessment	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MME815	Geometry and The Teaching of Geometry	This course covers the theories related to the teaching and learning of geometry. School geometry is examined from a number of perspectives, which include curricular development, historical development of geometry using an axiomatic approach, the importance of proofs in geometry, and research in geometry education.	3
MME823	Psychology of Learning Mathematics at the Primary Level	This course focuses on aspects of educational psychology for young learners of mathematics. The learning processes, cognitive development, motivation, social learning, and other facets of the learners journey in mathematics are explored. Central areas of research and knowledge in the psychology of learning mathematics that underpins students learning are also examined.	3
MUE904	Studies in Musical Behaviours	This course involves a study of musical practices around the world with special emphasis on interdisciplinary perspectives such as philosophy, music education, analysis and sociology. An important corollary will be the ramifications for the teaching and learning of the various musical traditions. i) Deconstruction of Music/al and Behaviour ii) Music as human-constituted activity; aspects of disciplinarity iii) Music and discourses of behaviour iv) Means, methods, media/tion/Systemic and Systematic practices v) Cap/abilities in Music-making vi) Consequences involving music and behaviour vii) What does musical behaviour mean? viii) Musical practices - exemplars ix) Seminar Presentations	4
MCL909	Teaching of Reading and Writing of Chinese: From Theory to Practice	Reading and Writing forms part of the key components of Chinese language teaching in the 21st century globally. Chinese language learners are expected to be able to read and write in order to comprehend information presented in the Chinese language. As a result, Chinese language educators must keep abreast with recent developments and research in Chinese language reading and writing, and be equipped with the ability to teach reading and writing skills effectively.	4
MME915	Geometry and the Teaching of Geometry	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of geometry and its teaching: (1) build the participants knowledge of the mathematics subject matter; (2) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom. In addition, the course also covers students misconceptions in the learning of geometry in support of another programme objective of providing participants with knowledge related to specific ideas in mathematics education.	4
MME923	Psychology of Learning Mathematics at the Primary Level	This is a specialisation elective course for the MEd (Mathematics) programme. The course contributes to the following programme objectives particularly in relation to the psychology of learning mathematics at the primary level: (1) develop the participants competencies in conducting educational research; (2) provide participants with the knowledge and skills related to specific ideas in mathematics education.	4

Course Code	Course Title	Description	Academic Unit
MML904	Features of the Malay Language in Singapore	Geographically, Singapore is in the midst of the Malay archipelago, comprising Malaysia, Indonesia and Brunei Darussalam, whose lingua franca is Malay language. However, over the years, Malay language in each country has gone through various development and changes due to its unique locality and socio-cultural experiences, and thus, developed new forms of language varieties. This course primarily highlights that these distinct features should not be perceived as imperfect uses of Bahasa Malaysia, Bahasa Melayu or Bahasa Indonesia.	4
MMM800	Critical Inquiry	This capstone course requires the participants to identify a problem which forms the focus of inquiry, locate and read the most relevant literature and undertake some data analysis (as appropriate) to generate suggested potential solution(s) to address the problem. The solution(s) should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the problem. (This course is only available to participants selecting the coursework only option.)	3
MPM902	Design of Assessment Systems	This course provides a MEd (Educational Assessment) graduate with the expertise to design an assessment system that is aligned with the curricular or programme goals. It is important that the values and emphases conveyed by the assessment strategy, links assessment with students learning and avoids unintended consequences.	4
MPM903	Measurement Theories	The notion of measurement is crucial to the theories, principles and methods of educational assessment. Knowledge of the theories of measurement that underpin assessment, and the issues inherent in measurement, is fundamental to the research, development and use of educational assessment.	4
MPM906	Social and Emotional Development and Assessment	This course is one of the two core (required specialization) modules in the Master of Education (Developmental Psychology) programme. The course contains major and classic social and emotional development theories that are fundamental to the participants before they take on other more specialized courses in the programme. It also introduces how to assess childrens social and emotional development.	4
MPM907	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
MPM908	Assessment and Development of 21st Century Competencies	The 21st century is often described as a VUCA world one that is volatile, uncertain, complex, and ambiguous. With new demands coming from the 21st workplace, it is thus imperative for educators in various educational institutions to develop students capacities to match the needs of the students future workplace. This thus indicates an imperative need to change the way educators craft their lessons and learning tasks so as to provide students with ample opportunities to gain authentic learning experiences and enable the transfer of relevant knowledge and skills from their classrooms to solve real world problems.	4
MPM909	Elementary Statistics for Education	This course provides the MEd (Educational Assessment) graduate student with the skills and understanding of elementary statistics and their applications in the social and behavioural sciences. Basic statistical literacy is required in a critical reading of research literature and in conducting sound research. It is essential knowledge for a MEd(Educational Assessment) graduate working in the field of educational measurement and evaluation	4
MPM911	Applied Regression Analysis	This course is designed to equip higher degree students as well as teachers with the basic concepts and methods of regression analysis. The course will cover how regression analysis can be applied to answering research questions, in particular, in the educational context. The students will get hands-on experience in running relevant statistical software to run regression analyses to analyze data.	4
MPS902	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
MPS905	Visual Arts and Creativity	* Learners will understand the types of cognition involved in the creative process of art making. * Learners will experience the dynamic role affective responses play in the art making process. * Learners will understand the importance of interdisciplinary knowledge in engendering creative thoughts. * Learners will also acquire foundational knowledge to facilitate creativity in the classroom setting.	4

Course Code	Course Title	Description	Academic Unit
MME905	Assessment in Mathematics	This is a specialisation elective course for the MEd (Mathematics) programme. The course supports the objective of providing participants with the knowledge and skills related to the specific area of assessment in mathematics education. It mainly contributes to the following programme objectives particularly in the area of assessment in mathematics classrooms: 1. Develop participants knowledge in theories related to assessment in mathematics; 2. Develop participants knowledge and skills in identifying, analysing and remediating students misconceptions and errors in mathematics; 3. Develop participants knowledge of the issues, trends and emerging developments of assessment in mathematics education; and 4. Develop participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom.	4
MSC904	Assessment of students' alternative conceptions and conceptual change	* To strengthen the theory-practice nexus of the constructivist perspective, as introduced in the foundation course (MSC 881) * To raise educators awareness of student difficulties in school science and for them to design instruction to address these difficulties in order to help students learn meaningfully * To introduce research in identifying misconceptions and effecting conceptual change	4
MSE902	Human Development	This course examines the major dimensions of typical and atypical physical, cognitive, moral, emotional and social developments in relation to the patterns of growth, stability and change, which occur across the lifespan. The impact of biological, psychological, and social challenges on human development will be explored. An ecological perspective will be utilized to understand the individual, family, community, and society issues related to these challenges. A range of developmental learning theories will be introduced to help explain different outcomes in terms of learning, personality, behaviour, mental capacities and processes, and the influences of culture and language. Alongside the general theories of human development, disability will be introduced through a life course approach to offer an alternative framework for thinking about disability as it affects people of all generations and at all points of life course transition. This perspective is important, because it highlights how disabling societies and practices affect the population under consideration i.e. children, young people and adults, helping us to understand life course transitions in a collective way, and how this shapes our understanding of disability in the social world. Participants will be encouraged to link theoretical perspectives and empirical studies with their roles as educators in order to help them develop the necessary understanding and skills to assist others in navigating lifes present and future challenges.	4
MSE912	Early Intervention	This is course which has been part of the MEd (Special Education) and MEd (Early Childhood) offering since before 2005. It has since been offered to student reading the MAAP in January 2016. This multi-disciplinary nature of the course is a crucial pedagogical feature as transdisciplinary collaboration is a fundamental tenet within the early intervention of young children with disabilities as well as those at risk. However, this course has focused largely on the understanding of theoretical tenets, of contextual elements in the practice of early intervention, as well as evidence based intervention approaches. A fundamentally missing element is the application of the learning, which has been left to the course participants in their individual practice as educators and psychologist. The currently proposed extension of course duration offers the opportunity to further consolidate the learning of the participants via a self-paced project that involves the assessment and program planning for a child requiring early intervention.	4
MSE913	Curriculum Design and Development	This course introduces curriculum design and development models and practices pertinent to the field of special education. Students will demonstrate the why, what and how of curriculum design and development. Effective teaching and learning requires a renewed focus on the unique needs of individual learners and an understanding of differentiated curricula and pedagogies to meet the needs of these learners. This course aims to offer the knowledge and skills to develop appropriate curricula and instructional approaches to accommodate learners with diverse needs ranging from those with high support needs to those who are gifted and talented.	4

Course Code	Course Title	Description	Academic Unit
MSM811	Abstract Algebra for Educators	<p>This module is intended for educators who have never had a course in modern abstract algebra. It covers basic definitions and elementary properties of abstract algebraic systems such as groups, rings and fields. The sets of integers, rational numbers, real numbers, polynomials and matrices, which are studied in school mathematics, are concrete examples of rings with respect to the operations of addition and multiplication.</p> <p>This module will help 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>	3
MSM815	Discrete Mathematics and Problem Solving	<p>This subject consists of two parts. The topics for Part A (Counting - Its Principles and Techniques) are the addition principle, multiplication principle, divisors of natural numbers, subsets and arrangements, bijection principle, binomial expansion, Pascals triangle, principle of inclusion and exclusion. The topics for Part B (Graph Theory and Applications) are mathematical modeling using graphs, travelling salesman problem, graph colouring, the Konigsberg bridge problem, the Chinese postman problem.</p>	3
MSM821	Real Analysis	<p>Continuous functions, basic topology on the real line. Riemann integration. Measurable functions and absolutely integrable functions. Monotone, dominated and other convergence theorems. Fourier series.</p>	3
MSM824	Topics in Applied Algebra	<p>This subject gives a survey of some applications of abstract and linear algebra. The aim is to give a flavour of the range of interesting applications of modern algebra, and is not meant to be an exhaustive treatment of each topic. Topics covered may include applications to coding theory, Markov chains, computer graphics, game theory. Concepts and results in algebra needed for the applications will be revised during the course.</p>	3
MSM832	Topology	<p>Topological spaces, continuous functions. Separation axioms and countability axioms. Compactness.</p>	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 will 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 disciplinarity of mathematics, i.e., to think and behave as a mathematician, the objective of this course is to equip students with the abilities to:</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
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
MSM912	Discrete Mathematics for Educators	<p>Discrete Mathematics is a branch of mathematics which deals with finite or countable elements or processes. Discrete mathematics, together with calculus and abstract algebra, is one of the core components of mathematics at the undergraduate level. The mathematics of modern computer science is built almost entirely on discrete mathematics, in particular, combinatorics and graph theory. Discrete mathematics, in particular counting and probability, allows students to explore non-trivial real world problems that are challenging and interesting. Even students at A-level are exposed to basic counting principles and combinatorics; and thus, it is essential that mathematics teachers have a firm grounding in Discrete Mathematics.</p> <p>This course aims to expose mathematics educators to counting principles which will enhance their pedagogical content knowledge of teaching permutations and combinations, as well as the elementary probability. Additionally, this course introduces a useful branch of discrete mathematics called graph theory which has many applications in modelling real-life contexts.</p>	4
MSM913	Computing and Programming Techniques for Educators	<p>One of the most called-for 21st Century Skills is the ability to code, i.e., to script computer programs to handle computations and data of all kinds. Unlike the past century, computational thinking -- the mode of thinking that enables one to think how a computer program works -- weighs far more than the ability to invoke a computer application. Writing computer programs to do specified jobs is not just a science but it is an art to be mastered by most in the future. As professionals preparing for the next generation, it is more urgent than ever that teachers must equip themselves with this crucial life-skill. The ability to write computer programs requires active problem solving and compartmentalizing, water-tight logical reasoning, meticulous planning, and careful program verification. In essence, these are all mathematics-related skills. Viewed as a natural and useful application of mathematics, computing and programming techniques ought to be an integral part of a graduate mathematics course, and especially so for mathematics educators.</p> <p>The aim of this course is to provide an introduction to programming using a common programming language such as Haskell, Excel VBA, C, FORTRAN or advanced CAS like Maple or Mathematica. The focus will be on writing computer programs for mathematical computations.</p>	4

Course Code	Course Title	Description	Academic Unit
MSM921	Real Analysis	<p>The rationale of this real analysis course is solely for deepening the understanding of the concepts of continuity and integrability of functions and their connections via measure theory.</p> <p>Extending from a typical foundational course on Calculus calls for an in-depth study of the property of continuity of functions in relation to the sets inhabiting in the real-line. The technicalities of continuity, uniform continuity, Lipchitz continuity all center around the Euclidean topology on the real line, i.e., roughly speaking, the structure of the open intervals of the real line. More precisely, a function is continuous if the inverse image of an Euclidean open is still Euclidean open. Another important area of in-depth study is that of the Riemann integral. The technicalities of this Riemann integrability center around the concept of measure. Like in the case of the Euclidean topology on the real line, the salient subsets in measure theory are exactly the measurable sets. The parallel notion of continuous functions in measure theory is that of measurable functions, i.e., a function is measurable if the inverse image of a measurable set is still measurable.</p> <p>This course aims to give an in-depth treatment of functions, touching on the basic Euclidean topology of the real line, its connection with the concept of continuity, uniform continuity, and different variants of continuity. It also introduces measure theory as a fundamental study of the aspects of integration of real-valued functions. The most basic concept of integrability, i.e., Riemann integrability, will be studied thoroughly, and its connection with sets of measure zero will be made explicit. Parallel to the concept of continuous functions is that of measurable functions. The course brings the students deeper to the core of integration theory via the measure-theoretic approach. The ultimate learning objective will be that the student is able to look at calculus concepts learnt and taught in schools at a higher vantage point.</p>	4
MSM923	Topology	<p>Topology is concerned with the properties of spaces that are preserved under continuous deformations, such as stretching, crumpling, bending but not tearing or gluing. The technicality of topology exploits naive set theory in that it considers a particular kind of collection of subsets of the underlying space, called the open sets, with the special feature that it is closed under arbitrary union and finite intersections. Topologists are interested in properties that are maintained under the image or inverse image of continuous mappings, e.g., the continuous image of a compact set is compact; the continuous image of a connected set is connected; and the inverse continuous image of a closed set is closed.</p> <p>Topology has many applications. Two notable ones are worth mentioning. The first is domain theory which can be seen as topology on ordered structures. In this setting, the topology of concern is the Scott topology which is generally non-Hausdorff, and can be applied to manufacture denotational models for functional programming languages. The other, more recent application, is in Physics, where Nobel Laureates, Kostler and Thouless made use of topology to study and explain unusual phases or states of matter, such as superconductors, superfluids and thin magnetic films.</p> <p>This course is an introductory one for mathematics educators, creating an awareness for advanced mathematics and their applications.</p> <p>This course introduces point-set topology, starting with metric spaces and ending up with non-Hausdorff topologies, e.g., Alexandroff, Scott and upper topologies on partial orders. A deeper understanding of continuous functions of real variables is made possible by making an abstraction of the underlying space, first in terms of structure of metric distance, and then in terms of the collection of open sets. A new perspective of traditional calculus theorems is obtained through the topological lens. A key example of this is the proof of the Intermediate Value Theorem which relies crucially on the fact that the continuous image of a connected set is connected, and the continuous image of a compact set is compact. The main learning objective is for mathematics educators to gain a deeper insight into familiar phenomena encountered in calculus courses at a higher level.</p>	4

Course Code	Course Title	Description	Academic Unit
MSM933	Topics in Applied Algebra	<p>Undergraduate algebra course typically focus on theoretical developments and very few students have the opportunity to see the links between the theory and practical world in a systematic way. Knowing the applied part of algebra would deepen students understanding of the theoretical part and motivate students active learning. For mathematics educators this is particular important. This course will discuss the practical applications of algebra in many different areas.</p> <p>This course intends to provide students with the opportunities to learn the applications of algebra in various different areas. By completing this course, students will see how the algebra theory they learned in their undergraduate studies can be used to solve different types of practical problems. For mathematics educators, such applications can be used to motivate their students learning and design suitable project work topics for students.</p>	4
MTCL802	Vocabulary and Grammar: Theory and Practice	This course provides a comprehensive study of the effective teaching of vocabulary and grammar to CL2 learners. Topics include: a general introduction to Chinese vocabulary and grammar; a contrastive study between Chinese and English at the morphological level; word meaning and its teaching; the multi-dimensional relationship among Chinese words and its teaching; the teaching of content words and function words; the process and methodology of teaching Chinese grammar to L2 learners; textual organization, lexical and grammatical cohesion in L2 teaching.	3
MTCL805	Teaching of Reading and Writing Skills in TCIL	This course closely examines the theoretical principles and micro-skills involved in the teaching of reading and writing skills in TCIL from both the receptive and productive perspectives. Topics include: uncovering the teaching philosophy underlying the teaching of reading and writing skills through an investigation of teaching materials; reading and the teaching of receptive skills; designing and developing reading tasks; writing and the teaching of productive skills; designing and developing writing tasks; an integrated approach to the teaching of the receptive and productive written skills.	3
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
MTCL903	Chinese-English Contrastive Analysis & Its Application	The use of translation in learning a foreign language is widely used as a teaching and learning strategy to help students remember, comprehend and acquire the use of the target language. The influence of the learners first language, however, will have substantial impact in the language acquisition process. Hence understanding the major difference between Chinese-English through contrastive analysis in theories and practice of translation and its application in TCIL is necessary to equip TCIL instructor with the fundamental understanding to implement the bilingual model in TCIL.	4
MTCL904	Teaching of Listening & Speaking Skills in TCIL	Listening and speaking are two important skills required in any language learning. They are complex skills that need to be developed consciously. In any interaction, comprehending the language used is necessary for effective communication. Hence, as instructors for TCIL, it is important to acquire the various communicative language teaching pedagogical approaches in order to teach effective communication skills. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language listening and speaking content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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

Course Code	Course Title	Description	Academic Unit
MTCL908	Analysis & Development of Instructional Materials for TCIL	<p>Over the last three decades, there are many TCIL curriculums and instructional materials developed for non-native learners globally. However, TCIL instructors find it challenging to identify proper instructional materials for learners of differing abilities.</p> <p>This course aims to enhance the knowledge and skills of TCIL instructors in analysing the instructional materials developed by different editors and publishers. In addition, through better understanding of principles of the curriculum design and instructional materials development for TCIL, instructors will be well equipped in developing instructional materials for different learners.</p>	4
MTCL909	Global Chinese and Contemporary China	<p>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.</p>	4
MTCL910	Critical Inquiry in TCIL	<p>Educational research is an important element to educators as it provides fresh perspectives and new ideas to enhance and enliven teaching and learning outcomes. Not only can educational research findings contribute to knowledge development, practical improvement, and policy information, educators can also use these research findings to improve their competences in the teaching and learning process.</p> <p>This course equips participants with the ability to incorporate what they have learned from the programme coursework in their respective specialisation into a proposal report that addresses a specific education issue.</p>	4
MTCL911	Professional English for TCIL Instructors	<p>All teachers need to possess skills that enable them to communicate effectively with a range of stakeholders in the educational settings.</p> <p>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.</p> <p>This course helps to prepare participants who will be working in international settings as they move through their careers.</p>	4
MTCL912	Early Childhood Education in TCIL: Theory and Practice	<p>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.</p>	4
MTCL913	Chinese Language Education for International Schools	<p>According to the study by International School Consultancy Research (2017), there is a rapid surge in the growth of international schools globally. With a growth in expatriate families and an increase in enrolment within the schools host country, the increasing trend is expected to continue in the next ten years. This growing demand corresponds to the need to develop professionally-trained Chinese language educators for International schools. Language offerings in international schools are unique and vary over different school programme. However, each aims to provide students with an edge in this competitive and ever-changing world. Hence, this course will broaden participants knowledge of teaching Chinese language in international school settings and provides constructive career development opportunities to participants.</p>	4
MTD801	Professional Practice Inquiry Project	<p>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.</p>	3

Course Code	Course Title	Description	Academic Unit
MTD805	Workplace Coaching and Mentoring	This course seeks to provide participants with a thorough understanding of the mentoring, coaching and supervision processes and in depth training on specific tools to use within mentoring conversations with clients. It will include: workplace learning theory and practice; human resource management structures, processes and outcomes; theories and practice of mentoring and coaching in workplaces; managing and facilitating mentoring and coaching programmes in workplaces; evaluating workplace learning processes utilizing action research and case study methodologies.	4
MTD809	E-Learning Tools for Training	This course aims to introduce a theoretical model to participants to aid them in examining the affordances of various e-learning tools that can be used for training. It also engages participants in hands-on exploration of these tools. In the information age, there are so many tools (such as web 2.0 tools) available. Many of the tools are for general-purposes, which are not intentionally designed for education or training. However, they have great potential to be used for the design of training. This course presents a generic PST framework for analyzing the pedagogical, social, and technical affordances of e-learning tools. Based on the affordances, participants can decide how to harness the tools for their training	3
MTD900	Professional Practice Inquiry Skills	This course equips students with the methodological skills to conduct professional practice inquiry in the training, workplace learning and adult learning contexts. It also helps students to start preliminary work for their professional practice inquiry project. ● Design survey instruments, interview protocols, and observation protocols for an instructional design project. ● Analyze quantitative and qualitative data associated with common data collection methods required in the field of instructional design for an instructional design project. ● Draft an IRB application for an instructional design project.	2
MTD903	Instructional Design Models and Practices	This course provides participants with an understanding of the process of systematic instructional design and how it can be executed in practice. Participants will explore the pros and cons of different instructional design models. Using an experiential learning approach, participants will execute instructional design projects to analyze, design, develop, implement, and evaluate training they have designed. Students will also examine the instructional design models versus their own workplace practices through online discussions.	4
MTD905	Workplace Coaching and Mentoring	In todays dynamic working environments, training programmes alone cannot comprehensively fulfill all the competency development needs of organizations. Training professionals need to be equipped with skills for designing and implementing coaching and mentoring as a total competency development solution in organizations. At the end of the course, you should be able to: 1. Identify and develop the knowledge and skills necessary for effective mentoring and coaching in the workplace for both individual and team settings. 2. Demonstrate their ability to critically reflect on their own experience of coaching and mentoring in various roles such a coach, mentor, coachee, mentee, participants and observers. 3. Be able to confidently deploy the acquired coaching and mentoring skills acquired in your work place.	4
MTD909	E-learning tools for Training	In the new information age, many traditional classroom courses or training programs need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice. Through readings, online learning, discussions, and hands-on activities, participants will be able to: * Compare the pros and cons of various web-based tools for training * Compare the pros and cons of various e-learning authoring tools; * Design and develop e-learning lessons by using appropriate tools. * Identify key features of a learning management system and to use a web-based LMS * Apply techniques in digital video production from pre-production, production to post-production to produce an interview video and a training video	4
MTL816	Assessment for Tamil Language	It is important that MEd participants (Tamil Teachers) keep themselves updated on the latest assessment modes and approaches which are relevant to the current context. In addition, Ministry of Education has revised the guidelines of assessments. This course will expose students to the new guidelines by discussing and exploring current assessments guidelines and methods so that they can align their teaching and assessments according to the new MOE guidelines.	3
MTL906	Assessment for Tamil Language	This module aims to widen students' knowledge on Assessment theories and concepts. In specific, the module will focus on Holistic, Formative and Summative Assessment, its impact. This module will also elaborate on the place of Second Language Assessment in Tamil Language Education in Singapore. The aspects of effective assessment will also be covered in the module. This module will look into the assessment of the various language skills and the emphasis of these skills in teaching and learning. The module will also include the assessment theories introduced newly and the rationales of these suggestions. Uniformity in assessment is also a key concept that will be covered in the module.	4

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Course Code	Course Title	Description	Academic Unit
MUE902	Philosophy of Music Education	<p>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.</p> <p>(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</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
NEDD901	Literature Review Methods	<p>This course is designed to help students analyse and synthesise the literature for their research, thereby establishing the significance of their dissertation proposal. The outcome of this course will therefore be a literature synthesis paper with clear articulation of issues in the field of research of students interests and strong justifications for the significance of the study. It will lay a working foundation for the literature review chapter for their respective proposals. Some advanced library skills will also be introduced. Upon successful completion of the course, students should be able to: (1) defend the scope of a review; (2) extract main ideas from a given paper; (3) undertake grounded data analysis; (4) critique the quality of their peers review processes; and (5) write a review paper ready to be submitted to a peer-reviewed journal.</p>	4