

HIGHER DEGREE PROGRAMMES JANUARY 2020 SEMESTER

Last Update: 08 January 2020

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

*Please refer to the "Course Synopses" from page 11 onwards.

Online Course Registration: 30 Dec 2019 (9am) to 02 Jan 2020 (5pm)
Add/Drop Period: 13 Jan 2020 (9am) to 27 Jan 2020 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
NIE Doctor in Education	EDCT901	Inquiry into Curriculum and Teaching	4	Tutorial Group 1	1	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR213	Assoc Prof SIM BOON YEE JASMINE, jasmine.sim@nie.edu.sg	Edd (Curriculum and Teaching) Students	Edd (Curriculum and Teaching) Students	Common class with MCT901 and MP9901
NIE Doctor in Education	EDEL901	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	3	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR307	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	Edd Students. Other doctoral students to seek permission.	Edd Students. Other doctoral students to seek permission.	Common class with MAE903
NIE Doctor in Education	EDEL902	Language and Literature Education	4	Tutorial Group 1	5	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-01-TR304	Assoc Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	Edd Students. Other doctoral students to seek permission.	Edd Students. Other doctoral students to seek permission.	Common class with MEL901
NIE Doctor in Education	EDLC901	Current and Emerging Theories and Practices in Leadership and Management	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR216	Assoc Prof DAVID NG FOO SEONG, david.ng@nie.edu.sg	Edd Students	Edd Students	
NIE Doctor in Education	EDLM901	Theory, Research and Practice in Teaching and Learning	4	Tutorial Group 1	8	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR203	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	Edd (Learning and Motivation) Students. Other doctoral students to seek permission.	Edd (Learning and Motivation) Students. Other doctoral students to seek permission.	Common Class with MDP910
NIE Doctor in Education	EDTM902	Theoretical Foundations of Technology-Mediated Learning Environments	4	Tutorial Group 1	5	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg	Edd Students. Other doctoral students to seek permission.	Edd Students. Other doctoral students to seek permission.	Common Class with MLT906
NIE Doctor in Education	EDVP921	Issues in Music Education	4	Tutorial Group 1	5	14-Jan-20	Tuesday, 18:00 - 21:00	AST (TR 5 Block B Level 2)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	Edd (VPA) students only. Other doctoral students to seek permission.	Edd (VPA) students only. Other doctoral students to seek permission.	Common Class with MUE901
NIE Doctor in Education	EDVP931	Critical Perspectives in Visual and Performing Arts (VPA)	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-02-14 (Music Studio 2)	Asst Prof TAN Yuh Chaur Leonard, leonard.tan@nie.edu.sg	Edd (VPA) students only. Other doctoral students to seek permission.	Edd (VPA) students only. Other doctoral students to seek permission.	
Master of Arts (Counselling & Guidance)	MAC811	Multicultural Counselling	3	Tutorial Group 1	18	06-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR207	Dr LEE BOON OOI, boonool.lee@nie.edu.sg	MACG Students 2018 Intake PT 2019 Intake FT	MACG Students 2018 Intake PT 2019 Intake FT	Cross listed with MCP814
Master of Arts (Counselling & Guidance)	MAC815	Advanced Counselling and Interviewing Skills	3	Tutorial Group 1	14	08-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR207	Dr LEE BOON OOI, boonool.lee@nie.edu.sg	MACG Students 2019 Intake	MACG Students 2019 Intake	Cross listed with MCP818
Master of Arts (Counselling & Guidance)	MAC816	Group Process and Counselling	3	Tutorial Group 1	7	16-Jan-20	Thursday, 14:00 - 17:00	NIE7-01-TR714	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	MACG Students 2019 Intake	MACG Students 2019 Intake	Cross listed with MCP812 (TG1)
Master of Arts (Counselling & Guidance)	MAC816	Group Process and Counselling	3	Tutorial Group 2	7	16-Jan-20	Thursday, 18:00 - 21:00	NIE7-01-TR714	Dr KIT PHEY LING, pheyling.kit@nie.edu.sg	MACG Students 2019 Intake	MACG Students 2019 Intake	Cross listed with MCP812 (TG2)
Master of Arts (Counselling & Guidance)	MAC819	Programme Evaluation in Counselling and Guidance	3	Tutorial Group 1	20	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR201, NIE2-02-02A (Education Computing Lab 7)	Dr TAN SOO YIN, sooyin.tan@nie.edu.sg	MACG Students 2017 & 2018 Intake	MACG Students 2017 & 2018 Intake	
Master of Arts (Counselling & Guidance)	MAC820	Introduction to Family Counselling	3	Tutorial Group 1	13	14-Jan-20	Tuesday, 14:00 - 17:00	NIE2-01-TR204	Dr LEE BOON OOI, boonool.lee@nie.edu.sg	MACG Students 2018 & 2019 Intake	MACG Students 2018 & 2019 Intake	Cross listed with MCP815
Master of Arts (Counselling & Guidance)	MAC824	Introduction to Play Therapy	3	Tutorial Group 1	7	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MACG Students 2017, 2018 & 2019 Intake	MACG Students 2017, 2018 & 2019 Intake	Cross listed with MCP822 and MEP825
Master of Arts (Counselling & Guidance)	MAC830	Practicum I	3	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR204	Dr LEE BOON OOI, boonool.lee@nie.edu.sg	MACG Students 2017 & 2018 Intake who completed MAC810 812 814 815 816	MACG Students 2017 & 2018 Intake who completed MAC810 812 814 815 816	
Master of Arts (Counselling & Guidance)	MAC831	Practicum II	3	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	Individual Arrangements	Dr LEE BOON OOI, boonool.lee@nie.edu.sg	MACG Students 2017 & 2018 Intake who completed MAC810 812 814 815 816 830	MACG Students 2017 & 2018 Intake who completed MAC810 812 814 815 816 830	
Master of Arts (Counselling & Guidance)	MAC841	Research Project	3	Tutorial Group 1	5	14-Jan-20	Tuesday, 14:00 - 17:00	NIE2-01-TR208	Dr LEE BOON OOI, boonool.lee@nie.edu.sg	MACG students 2017 & 2018 Intake who meet the CGPA of 4.50	MACG students 2017 & 2018 Intake who meet the CGPA of 4.50	
Master of Arts (Applied Linguistics)	MAE810	Research in Teaching Written Discourse	3	Tutorial Group 1	5	15-Jan-20	Wednesday, 18:00 - 21:00	NIE7-01-TR715	Assoc Prof CHEUNG YIN LING, yinling.cheung@nie.edu.sg	Open to all HD Students	Open to all HD Students	Common class with MAE908
Master of Arts (Applied Linguistics)	MAE900	Research Methodology in Applied Linguistics	4	Tutorial Group 1	25	13-Jan-20	Monday, 18:00 - 21:00	NIE3-02-33 (ELL Lab)	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	MAAL students	MAAL students	
Master of Arts (Applied Linguistics)	MAE901	Discourse Studies	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR307	Asst Prof Victor Lim Fei, victor.lim@nie.edu.sg	Open to all HD Students	Open to all HD Students	
Master of Arts (Applied Linguistics)	MAE902	Language Acquisition Studies	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-01-TR308	Assoc Prof VINITI VAISH, viniti.vaish@nie.edu.sg	Open to all HD Students	Open to all HD Students	
Master of Arts (Applied Linguistics)	MAE903	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	22	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR307	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	Open to all HD Students	Open to all HD Students	Common class with EDEL901
Master of Arts (Applied Linguistics)	MAE904	Language Teaching Methodology	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-01-TR307	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	Open to all HD Students	Open to all HD Students	
Master of Arts (Applied Linguistics)	MAE908	Research in Teaching Written Discourse	4	Tutorial Group 1	20	15-Jan-20	Wednesday, 18:00 - 21:00	NIE7-01-TR715	Assoc Prof CHEUNG YIN LING, yinling.cheung@nie.edu.sg	Open to all HD Students	Open to all HD Students	Common class with MAE810
Master of Arts (Applied Linguistics)	MAE915	Language Testing and Assessment	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR308	Asst Prof Aryadoust Seyed Vahid, vahid.aryadoust@nie.edu.sg	Open to all HD Students	Open to all HD Students	
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 1	20	17-Jan-20	Friday, 18:00 - 20:00	NIE3-01-TR307 & NIE3-01-TR308	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MAAL students (4AU structure)	MAAL students (4AU structure)	Common class with MMM800 (TG19) and MED902 (TG08)

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Master of Arts (Leadership and Educational Change)	MALC801	Perspectives in Educational Leadership	3	Tutorial Group 1	20	13-Feb-20	Thursday, 10:00 - 13:00	NIE2-01-TR207	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	Open to all MALEC students only. Also open to Med(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	Open to HD students with educational leadership experience if there are vacancies. Please write to Programme Director, A/P Christine Lee to seek permission.	Feb 13, 20, 24, 27 - 10.00am - 1.00pm Feb 17 - 2.00pm-5.00pm Mar 5, 12, 18, 19, 20, 30 - 10.00am-1.00pm Apr 2, 9 - 10.00am-1.00pm
Master of Arts (Leadership and Educational Change)	MALC803	Curriculum Theory, History and Issues	3	Tutorial Group 1	20	06-Jan-20	Monday, 13:00 - 17:00	NIE2-01-TR208	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	Open to all MALEC students. Also open to Med(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	Not applicable after course starts. See remarks for class dates.	6 Jan 9.30am-11.30am - Orientation (TR208) 6 Jan 1.00pm-5pm 7, 9, 10, 13, 14, 16, 17 Jan 9.00am-1.00pm
Master of Arts (Leadership and Educational Change)	MALC805	Seminars in Educational Inquiry	4	Tutorial Group 1	20	10-Feb-20	Monday, 09:00 - 13:00	NIE7-01-TR715/ NIE-01-TR712/ NIE2-01-TR207	Assoc Prof HENG HUAN GEK, MARY ANNE, maryanne.heng@nie.edu.sg	Open to all MALEC students only. Also open to Med(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	Open to HD students with educational leadership experience if there are vacancies. Please write to Programme Director, A/P Christine Lee to seek permission.	Mary Anne Heng: Feb 10, 12, 17, 19, 26; Mar 2, 4: 9 am – 1 pm Mar 25, Consultation: 10 am – 12 noon Jonathan Goh: Mar 9, 16, 23: 12 – 4 pm Mar 24, 12 – 4 pm (Room NIE7-B1-18, Bernoulli Lab) Both: Apr 6, 7, Presentations: 1 – 4 pm
Master of Arts (Leadership and Educational Change)	MALC851	Organisational Learning and Development	3	Tutorial Group 1	20	20-Jan-20	Monday, 09:00 - 13:00	NIE2-01-TR208	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	Open to all MALEC students. Also open to Med(C&T), MAEM students with permission from Programme Director, A/P Christine Lee. Maximum for the class is 20 students inclusive of all the MALEC students.	Not applicable after course starts. See remarks for class dates.	20, 21, 23, 24, 28, 29, 30, 31 Jan: 9.00am-1.00pm Online discussion, e-learning and project presentation 26 Mar & 9 Apr: 9am – 12pm (TR208)
Master of Arts (Applied Psychology)	MAP809	Theories and Techniques of Counselling	3	Tutorial Group 1	25	17-Jan-20	Friday, 14:00 - 17:00	NIE2-01-TR207	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	MAAP Students 2020 Intake	MAAP Students 2020 Intake	
Master of Arts (Applied Psychology)	MAP810	Psychological Assessment	3	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR207	Asst Prof DUTT ANURADHA SALIL KUMAR, anuradha.dutt@nie.edu.sg	MAAP Students 2020 Intake	MAAP Students 2020 Intake	
Master of Arts in Humanities Education	MAS812	Heritage, History and Culture	3	Tutorial Group 1	5	13-Jan-20	Monday, 18:00 - 21:00	NIE3-02-29 (Archives Room)	Assoc Prof KEVIN PETER BLACKBURN, kevin.blackburn@nie.edu.sg	Open to MAHE students only	Open to HD students. Please write to course instructor to seek permission.	Common class with MAS912
Master of Arts in Humanities Education	MAS818	Social Studies and Curriculum Theory	3	Tutorial Group 1	5	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Assoc Prof MARK CHARLES BAILDON, mark.baldon@nie.edu.sg	Open to MAHE students only	Open to HD students. Please write to course instructor to seek permission.	Common class with MAS918
Master of Arts in Humanities Education	MAS843	Topics in Sustainability	3	Tutorial Group 1	5	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-02-25 (Geoinformatics Lab)	Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg	Open to MAHE students only	Open to HD students. Please write to course instructor to seek permission.	Common class with MAS943
Master of Arts in Humanities Education	MAS912	Heritage, History and Culture	4	Tutorial Group 1	20	13-Jan-20	Monday, 18:00 - 21:00	NIE3-02-29 (Archives Room)	Assoc Prof KEVIN PETER BLACKBURN, kevin.blackburn@nie.edu.sg	Open to MAHE students only	Open to HD students. Please write to course instructor to seek permission.	Common class with MAS812
Master of Arts in Humanities Education	MAS918	Social Studies and Curriculum Theory	4	Tutorial Group 1	20	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-02-31 (Social Studies Learning Lab)	Assoc Prof MARK CHARLES BAILDON, mark.baldon@nie.edu.sg	Open to MAHE students only	Open to HD students. Please write to course instructor to seek permission.	Common class with MAS818
Master of Arts in Humanities Education	MAS943	Topics in Sustainability	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-02-25 (Geoinformatics Lab)	Dr SEOW ING CHIN DOROTHY TRICIA, tricia.seow@nie.edu.sg	Open to MAHE students only	Open to HD students. Please write to course instructor to seek permission.	Common class with MAS843
Master of Arts in Humanities Education	MAS981	Critical Thinking and Writing in the Humanities	2	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:00 - 20:00	NIE3-02-31 (Social Studies Learning Lab)	Asst Prof Yang Peidong, peidong.yang@nie.edu.sg	Open to MAHE students only	Open to MAHE students only	
Master of Education (Chinese Language)	MCL901	Language Planning and Language Education	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	AST (TR 6 Block B Level 2)	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	Med CL students (Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT); MA by Research CL Students (Jan 2020 Intake, FT & PT); PhD CL Students (Jan & Aug 2019 Intake, FT & PT; Jan 2020 Intake, FT & PT)	Med CL students (Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT); MA by Research CL Students (Jan 2020 Intake, FT & PT); PhD CL Students (Jan & Aug 2019 Intake, FT & PT; Jan 2020 Intake, FT & PT). Other HD students, please write to Programme Leader for permission.	

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Master of Education (Chinese Language)	MCL903	The Instructional Use of Children and Young Adults' Literature in Chinese Language Teaching and Learning	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR316	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	MEd CL students (Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT); MA by Research CL Students (Jan 2020 Intake, FT & PT); PhD CL Students (Jan & Aug 2019 Intake, FT & PT; Jan 2020 Intake, FT & PT)	MEd CL students (Jan 2018 Intake, PT; Jan 2019 Intake, PT; Jan 2020 Intake, PT); MA by Research CL Students (Jan 2020 Intake, FT & PT); PhD CL Students (Jan & Aug 2019 Intake, FT & PT). Other HD students, please write to Programme Leader for permission.	
Master of Education (Chinese Language)	MCL910	Chinese Language Testing and Assessment	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:00 - 21:00	AST (TR 5 Block B Level 2)	Dr ANG LIANG PENG, liangpeng.ang@nie.edu.sg	MEd CL students (Jan 2018 Intake, PT; Jan 2019 Intake, PT); MA by Research CL Students (Jan 2020 Intake, FT & PT); PhD CL Students (Jan & Aug 2019 Intake, FT & PT; Jan 2020 Intake, FT & PT)	MEd CL students (Jan 2018 Intake, PT; Jan 2019 Intake, PT); MA by Research CL Students (Jan 2020 Intake, FT & PT); PhD CL Students (Jan & Aug 2019 Intake, FT & PT; Jan 2020 Intake, FT & PT). Other HD students, please write to Programme Leader for permission.	
Master of Arts (Applied Psychology)	MCP812	Group Dynamics and Counselling	3	Tutorial Group 1	5	16-Jan-20	Thursday, 14:00 - 17:00	NIE7-01-TR714	Dr KIT PHEY LING, pheying.kit@nie.edu.sg	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	Cross listed with MAC816 (TG1)
Master of Arts (Applied Psychology)	MCP812	Group Dynamics and Counselling	3	Tutorial Group 2	5	16-Jan-20	Thursday, 18:00 - 21:00	NIE7-01-TR714	Dr KIT PHEY LING, pheying.kit@nie.edu.sg	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	Cross listed with MAC816 (TG2)
Master of Arts (Applied Psychology)	MCP814	Counselling: Applications across Cultures	3	Tutorial Group 1	7	06-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR207	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	Cross listed with MAC811
Master of Arts (Applied Psychology)	MCP815	Family and Marital Counselling	3	Tutorial Group 1	12	14-Jan-20	Tuesday, 14:00 - 17:00	NIE2-01-TR204	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	Cross listed with MAC820
Master of Arts (Applied Psychology)	MCP818	Advanced Counselling Skills	3	Tutorial Group 1	6	08-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR207	Dr LEE BOON OOI, boonooi.lee@nie.edu.sg	MAAP Students CP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	Cross listed with MAC815
Master of Arts (Applied Psychology)	MCP821	Cognition-Behavioural Management and Interventions	3	Tutorial Group 1	13	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR204	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP CP Students who completed MAP809	MAAP CP Students who completed MAP809	Cross listed with MEP821
Master of Arts (Applied Psychology)	MCP822	Introduction to Play Therapy	3	Tutorial Group 1	4	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MAAP Students CP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2019 & 2020 Intake	Cross listed with MEP825 and MAC824
Master of Arts (Applied Psychology)	MCP832	Practicum in Counselling Psychology I	6	Tutorial Group 1	25	20-Jan-20	Monday, 14:00 - 17:00	NIE2-01-TR203	Dr KIT PHEY LING, pheying.kit@nie.edu.sg	MAAP CP Track Students who completed MCP818	MAAP CP Track Students who completed MCP818	
Master of Arts (Applied Psychology)	MCP833	Practicum in Counselling Psychology II	6	Tutorial Group 1	25	20-Jan-20	Monday, 14:00 - 17:00	Individual Arrangements	Dr KIT PHEY LING, pheying.kit@nie.edu.sg	MAAP CP Track Students who completed MCP818 & MCP832	MAAP CP Track Students who completed MCP818 & MCP832	
Master of Education (Curriculum and Teaching)	MCT901	Curriculum: Theories and Issues	4	Tutorial Group 1	33	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR213	Assoc Prof SIM BOON YEE JASMINE, jasmine.sim@nie.edu.sg	Open to MEd(C&T) students only	Open to all HD students	Common class with EDCT901 and MPS901. MCT901 should be taken in the first semester of study
Master of Education (Curriculum and Teaching)	MCT902	Designing the Curriculum	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR214	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 1	33	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof TAN HENG KIAT, KELVIN, kelvin.tan@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT904	Understanding Teachers and Teaching: Theory and Practice	4	Tutorial Group 1	20	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR209	Asst Prof JIANG HENG, heng.jiang@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT905	Theories and Perspectives of Learning	4	Tutorial Group 1	20	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR214	Dr LIM TONG LI, CHRISTINA, christina.ratnam@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT911	Curriculum Implementation: Major Concepts and Issues	4	Tutorial Group 1	20	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR213	Dr MARDIANA BTE ABU BAKAR, mardiana.abubakar@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT913	Differentiating Curriculum and Teaching for Diverse Learners	4	Tutorial Group 1	26	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR213	Asst Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	20 places for MEd CT students. Remaining places open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT921	Theory and Practice of Authentic Assessment	4	Tutorial Group 1	20	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR203	Ms LIN RONGCHAN, rongchan.lin@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT923	Assessment Leadership	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:00 - 21:00	AST (TR 25 Block C Level 4)	Dr TAY HUI YONG, huiyong.tay@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Curriculum and Teaching)	MCT941	Foundations in Science of Learning	4	Tutorial Group 1	20	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof AZILAWATI BTE JAMALUDIN, azilawati.j@nie.edu.sg	Open to all HD students	Open to all HD students	

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Add/Drop Period: 13 Jan 2020 (9am) to 27 Jan 2020 (5pm)

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Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:00 - 21:00	NIE7-01-TR712	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED DP students	MED DP students	Cross-listed with MPS902 & MPM907 TG1
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 2	20	16-Jan-20	Thursday, 14:00 - 17:00	NIE7-01-TR712	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED DP students	MED DP students	Cross-listed with MPM907 TG2
Master of Education (Developmental Psychology)	MDP903	Counselling Children and Adolescents	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-01-TR301	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	MED DP students	MED DP students	
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 14:00 - 17:00	NIE7-01-TR712	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	MED DP students	MED DP students	
Master of Education (Developmental Psychology)	MDP905	Individual Differences and Learning	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 14:00 - 17:00	NIE2-01-TR204	Dr Nah Yong Hwee, yonghwee.nah@nie.edu.sg	MED DP students	MED DP students	
Master of Education (Developmental Psychology)	MDP906	Personality and Attitude Assessment	4	Tutorial Group 1	5	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR303	Dr Amelia Joy-Marie Yeo Ai-Mei, amelia.yeo@nie.edu.sg	MED DP students	MED DP students	Cross-listed with MPM904
Master of Education (Developmental Psychology)	MDP906	Personality and Attitude Assessment	4	Tutorial Group 2	25	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR206	Dr Amelia Joy-Marie Yeo Ai-Mei, amelia.yeo@nie.edu.sg	MED DP students	MED DP students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR301	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	MED DP students	MED DP students	
Master of Education (Developmental Psychology)	MDP908	Evaluation of Programs in Schools and Community Organizations	4	Tutorial Group 1	10	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR206	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	MED DP students	MED DP students	Cross-listed with MPM905
Master of Education (Developmental Psychology)	MDP910	Theory, Research and Practice in Teaching and Learning	4	Tutorial Group 1	7	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR203	Assoc Prof GREGORY ARIEF D LIEM, gregory.liem@nie.edu.sg	MED DP students	MED DP students	Common class with EDLM901
Master of Education (Drama)	MDR901	Theatre Making: Theory, Practice, Pedagogy	4	Tutorial Group 1	20	15-Jan-20	Wednesday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene_r@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Drama)	MDR904	Arts-based Research	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:30 - 21:30	NIE3A-B2-03 (Nanyang Playhouse)	Asst Prof CHARLENE DELIA JEYAMANI RAJENDRAN, charlene_r@nie.edu.sg	Open to all HD students	Open to all HD Students	
Master of Education (Art)	MEA901	Research and Issues in Art Education	4	Tutorial Group 1	20	13-Jan-20	Monday, 18:00 - 21:00	NIE3-B1-06 (Mac Centre)	Asst Prof Heaton Rebecca, rebecca_heaton@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Art)	MEA904	Art Making and Aesthetic Enquiry	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:30 - 21:30	NIE3-B3-01 (Sculpture Studio)	Asst Prof Heaton Rebecca, rebecca_heaton@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MEA805
Master of Education (Art)	MEA805	Art Making and Aesthetic Enquiry	3	Tutorial Group 1	1	14-Jan-20	Tuesday, 18:30 - 21:30	NIE3-B3-01 (Sculpture Studio)	Asst Prof Heaton Rebecca, rebecca_heaton@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MEA904
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 1	20	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR201	Dr Dr Kam Chee Rebecca Chan, rebecca.chan@nie.edu.sg	Open to Med(EC) Jan2020 (PT & FT) intake only	Open to all HD students. Please write to course instructor to seek permission	
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 2	20	17-Jan-20	Friday, 18:00 - 21:00	NIE2-01-TR201	Dr Dr Kam Chee Rebecca Chan, rebecca.chan@nie.edu.sg	Open to Med(EC) Jan2020 (PT & FT) intake only	Open to all HD students. Please write to course instructor to seek permission	
Master of Education (Early Childhood)	MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR204	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	Open to Med(EC) Jul2019(PT) & Jan2020(FT) intake	Open to all HD students. Please write to course instructor to seek permission	
Master of Education (Early Childhood)	MEC903	Research Investigations in Early Childhood Education	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR208	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	Open to Med(EC) Jan2019(PT) & Jul2019(FT) intake only	Open to all HD students. Please write to course instructor to seek permission	
Master of Education (Early Childhood)	MEC904	Assessment in Early Childhood Education	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR202	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	Open to Med(EC) Jul2018(PT & FT), Jan2019 (PT & FT), Jul2019(PT & FT) & Jan2020(FT) intake only	Open to all HD students. Please write to course instructor to seek permission	
Master of Education (Early Childhood)	MEC907	Diversity in Early Childhood Education	4	Tutorial Group 1	24	17-Jan-20	Friday, 18:00 - 21:00	NIE2-01-TR203	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	Open to Med(EC) Jul2018(PT & FT), Jan2019(PT & FT), Jul2019(PT & FT) & Jan2020(FT) intake only	Open to all HD students. Please write to course instructor to seek permission	Common class with MEC807
Master of Education (Early Childhood)	MEC807	Diversity in Early Childhood Education	3	Tutorial Group 1	1	17-Jan-20	Friday, 18:00 - 21:00	NIE2-01-TR203	Dr JOANNA TAY-LIM KIM HOON, joanna.lim@nie.edu.sg	Refer to PCHD/AG	Open to all HD students. Please write to course instructor to seek permission	Common class with MEC907
Master of Education (Early Childhood)	MEC908	Early Intervention	4	Tutorial Group 1	20	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR305	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	Open to Med(EC) Jul2018(PT & FT), Jan2019(PT & FT), July2019 (PT & FT), & Jan2020(FT) intake only	Open to all HD students. Please write to course instructor to seek permission	Cross-listed with MSE912; Common class with MEP822
Master of Education (Art)	MED900	Educational Inquiry	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR320	OER Staff	MED (Art), MED (Drama), MED (Music)	MED (Art), MED (Drama), MED (Music)	
Master of Education (Drama)	MED900	Educational Inquiry	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR320	OER Staff	MED (Art), MED (Drama), MED (Music)	MED (Art), MED (Drama), MED (Music)	
Master of Education (Music)	MED900	Educational Inquiry	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR320	OER Staff	MED (Art), MED (Drama), MED (Music)	MED (Art), MED (Drama), MED (Music)	
Master of Education (Chinese Language)	MED900	Educational Inquiry	4	Tutorial Group 2	25	13-Jan-20	Monday, 18:00 - 21:00	NIE3-01-TR307	OER Staff	MED CL students (Jan 2019 Intake PT, Jan 2020 Intake PT)	Med CL students (Jan 2019 Intake PT, Jan 2020 Intake PT)	
Master of Education (Malay Language)	MED900	Educational Inquiry	4	Tutorial Group 12	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR309	OER Staff	ML & TL students (Jan 2019 Intake PT, Jan 2020 Intake PT)	ML & TL students (Jan 2019 Intake PT, Jan 2020 Intake PT)	
Master of Education (Tamil Language)	MED900	Educational Inquiry	4	Tutorial Group 12	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR309	OER Staff	ML & TL students (Jan 2019 Intake, PT; Jan 2020 Intake, PT)	ML & TL students (Jan 2019 Intake, PT; Jan 2020 Intake, PT)	

HIGHER DEGREE PROGRAMMES JANUARY 2020 SEMESTER

Last Update: 08 January 2020

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Online Course Registration: 30 Dec 2019 (9am) to 02 Jan 2020 (5pm)
Add/Drop Period: 13 Jan 2020 (9am) to 27 Jan 2020 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 3	13	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR210	Dr Chang Wen-Chia, wenchia.chang@nie.edu.sg	Med (C&T) students	Med (C&T) students	MED900 should be taken in the first semester of study.
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 19	19	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR211	Dr YANG CHIEN-HUI, chiehui.yang@nie.edu.sg	Med (C&T) students	Med (C&T) students	MED900 should be taken in the first semester of study.
Master of Education (Mathematics)	MED900	Educational Inquiry	4	Tutorial Group 13	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE7-B1-10 (Maths Lab 5)	Asst Prof CHUA BOON LIANG, boonliang.chua@nie.edu.sg	Med (Maths) students	Other Med students, subject to coordinator's approval	
Master of Education (Science)	MED900	Educational Inquiry	4	Tutorial Group 16	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE7-01-TR704	Assoc Prof LEE YEW JIN, yewjin.lee@nie.edu.sg	Med (Sci) students	Med (Sci) students	
Master of Education (Special Education)	MED900	Educational Inquiry	4	Tutorial Group 17	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-02A (Education Computing Lab 7)	Mr KEE KIAK NAM, kiaknam.kee@nie.edu.sg	Med (SPE) students	Med (SPE) students	
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 6	17	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-04 (Education Computing Lab 5)	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	Med (EC) Jan 2020 (PT & FT) intake	All HD students. Please write to course instructor to seek permission	
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 20	17	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-02B (Education Computing Lab 8)	Assoc Prof TAN AI GIRL, aigirl.tan@nie.edu.sg	Med (EC) Jan 2020 (PT & FT) intake	All HD students. Please write to course instructor to seek permission	
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 4	25	13-Jan-20	Monday, 14:00 - 17:00	NIE2-01-TR208	Asst Prof Hast Michael, michael.hast@nie.edu.sg/Dr SUN BAOQI, baoqi.sun@nie.edu.sg	Med DP and EA students	Med DP and EA students	
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 7	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE7-01-TR712	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	Med DP and EA students	Med DP and EA students	
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 4	25	13-Jan-20	Monday, 14:00 - 17:00	NIE2-01-TR208	Asst Prof Hast Michael, michael.hast@nie.edu.sg/Dr SUN BAOQI, baoqi.sun@nie.edu.sg	Med DP and EA students	Med DP and EA students	
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 7	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE7-01-TR712	Dr CHENG YUANSHAN, yuanshan.cheng@nie.edu.sg	Med DP and EA students	Med DP and EA students	
Master of Education (English)	MED900	Educational Inquiry	4	Tutorial Group 8	25	13-Jan-20	Monday, 18:00 - 21:00	NIE2-02-03 (Education Computing Lab 6)	Dr GUO LIBO, libo.guo@nie.edu.sg/Dr SUN BAOQI, baoqi.sun@nie.edu.sg	Med (Eng) students	Med (Eng) students	
Others	MED901	Academic Writing for Postgraduate Students	4	Tutorial Group 1	25	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR211	Dr ANITHA DEVI PILLAI, anitha.pillai@nie.edu.sg	1) This course is only open to those who are on the thesis/dissertation track. 2) PhD students are NOT allowed to sign up for MED901. They should sign up for SA830.	1) This course is only open to those who are on the thesis/dissertation track. 2) PhD students are NOT allowed to sign up for MED901. They should sign up for SA830.	
Master of Education (Chinese Language)	MED902	Integrative Project	2	Tutorial Group 2	25	16-Jan-20	Thursday, 18:00 - 20:00	NIE3-01-TR322	Assoc Prof AW GUAT POUH, guatpoh.aw@nie.edu.sg	Med CL students (Jan 2018 Intake PT)	Med CL students (Jan 2018 Intake PT)	
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 3	45	17-Jan-20	Friday, 18:00 - 21:00	NIE2-01-TR214	Asst Prof JIANG HENG, heng.jiang@nie.edu.sg/Dr MARDIANA BTE ABU BAKAR, mardiana.abubakar@nie.edu.sg	Med (C&T) students	Med (C&T) students	Common class with MMM800 (TG03)
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 4	8	16-Jan-20	Thursday, 18:00 - 20:00	NIE7-01-TR717	Dr TEO CHUA TEE, chuatee.teo@nie.edu.sg	Med DP students	Med DP students	
Master of Education (Early Childhood)	MMM800	Critical Inquiry	3	Tutorial Group 6	1	13-Jan-20	Monday, 18:00 - 20:00	NIE3-01-TR303	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	Med (EC) Jul 2018 (PT) & July 2019 (FT) intake only	All HD students. Please write to course instructor to seek permission	Common class with MED902 (TG06)
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 6	29	13-Jan-20	Monday, 18:00 - 20:00	NIE3-01-TR303	Dr MERCY KARUNIAH JESUVADIAN, mercy.michael@nie.edu.sg	Refer to PCHD/AG	All HD students. Please write to course instructor to seek permission	Common class with MMM800 (TG06)
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 7	8	16-Jan-20	Thursday, 18:00 - 20:00	NIE2-01-TR207	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	Med EA students	Med EA students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 8	25	17-Jan-20	Friday, 18:00 - 20:00	NIE3-01-TR307 & NIE3-01-TR308	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	Med (Eng) students	Med (Eng) students	Common class with MAE990 and MMM800 (TG19)
Master of Education (Learning Sciences and Technology)	MMM800	Critical Inquiry	3	Tutorial Group 11	5	17-Jan-20	Friday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg	Med (LST) students only	Med (LST) students	Common class with MED902 (TG11)
Master of Education (Learning Sciences and Technology)	MED902	Integrative Project	2	Tutorial Group 11	25	17-Jan-20	Friday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg	Med (LST) students only	Med (LST) students	Common class with MMM800 (TG11)
Master of Education (Mathematics)	MED902	Integrative Project	2	Tutorial Group 13	25	17-Jan-20	Friday, 18:00 - 21:00	NIE7-B1-10 (Maths Lab 5)	Assoc Prof JAGUTHSING DINDYAL, jaguthsing.dindyal@nie.edu.sg	Med (Maths) students	Other Med students, subject to coordinator's approval	
Master of Education (Music)	MED902	Integrative Project	2	Tutorial Group 14	25	13-Jan-20	Monday, 18:00 - 20:00	NIE3-02-07 (Performance Room)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	Open to music students only	Open to music students only	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 17	13	13-Jan-20	Monday, 18:00 - 20:00	NIE2-01-TR208	Dr Chen Mo, mo.chen@nie.edu.sg	Med (SPE) students	Med (SPE) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 19	8	16-Jan-20	Thursday, 18:00 - 20:00	NIE7-01-TR702	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	16-Jan-20	Thursday, 18:00 - 20:00	NIE7-01-TR711	Dr Layne Heidi Johanna, heidi.layne@nie.edu.sg	Med DP students	Med DP students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 21	8	16-Jan-20	Thursday, 18:00 - 20:00	NIE7-01-TR709	Dr Dr Goh Kok Yew Shaun,	Med DP students	Med DP students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 22	8	16-Jan-20	Thursday, 18:00 - 20:00	NIE7-01-TR710	Dr Waschl Nicolette Amanda Reed, nicolette.waschl@nie.edu.sg	Med DP students	Med DP students	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 23	13	14-Jan-20	Tuesday, 18:00 - 20:00	NIE3-01-TR305	Assoc Prof TAN AI GIRL, aigirl.tan@nie.edu.sg	Med (SPE) students	Med (SPE) students	
Master of Education (English)	MEL901	Language and Literature Education	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-01-TR304	Assoc Prof SUZANNE CHOO SHEN LI, suzanne.choo@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with EDEL902

HIGHER DEGREE PROGRAMMES JANUARY 2020 SEMESTER

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Master of Education (English)	MEL902	Analyzing Literature and Language	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR308	Assoc Prof TEO CHIN SOON, PETER, peter.teo@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (English)	MEL913	Materials Design and Development	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-01-TR508	Dr JASON LOH KOK KHIANG, jason.loh@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (English)	MEL917	Teaching Grammar and Writing	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR306	Dr GUO LIBO, libo.guo@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (English)	MEL918	Reading in a Multimodal Age	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR303	Asst Prof LOH CHIN EE, chinee.loh@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (English)	MEL923	Literary Theory and Teaching	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR304	Assoc Prof POON MUI CHENG, ANGELIA, angelia.poon@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Arts (Educational Management)	MEM803	Assessment Quality and Standards	3	Tutorial Group 1	10	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR202	Asst Prof LUO WENSHU, wenshu.luo@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Arts (Educational Management)	MEM831	Quantitative Research Methods	3	Tutorial Group 1	25	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR215	Asst Prof LUO WENSHU, wenshu.luo@nie.edu.sg	MAEM students	MAEM students	
Master of Arts (Educational Management)	MEM832	Qualitative Research Methods	3	Tutorial Group 1	10	17-Jan-20	Friday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof GOH WEE PIN, JONATHAN, jonathan.goh@nie.edu.sg	MAEM students	MAEM students	
Master of Arts (Educational Management)	MEM846	Servant Leadership in the Civil Service Systems	3	Tutorial Group 1	9	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR201	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Arts (Educational Management)	MEM902	Assessment Quality and Standards	4	Tutorial Group 1	15	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR202	Asst Prof LUO WENSHU, wenshu.luo@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Arts (Educational Management)	MEM911	Servant Leadership	4	Tutorial Group 1	16	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR201	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Arts (Educational Management)	MEM931	Research Methods in Education	4	Tutorial Group 1	15	17-Jan-20	Friday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof GOH WEE PIN, JONATHAN, jonathan.goh@nie.edu.sg	MAEM students	MAEM students	
Master of Arts (Educational Management)	MEM932	Critical Inquiry	2	Tutorial Group 1	5	14-Jan-20	Tuesday, 18:00 - 20:00	NIE2-01-TR216	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	15-Jan-20	Wednesday, 18:00 - 20:00	NIE2-01-TR214	Dr WU Pinhui Sandra, sandra.wu@nie.edu.sg	MAEM students	MAEM students	Common class with MMM800 (TG22)
Master of Arts (Applied Psychology)	MEP820	Psychoeducational Interventions for Special Needs	3	Tutorial Group 1	20	16-Jan-20	Thursday, 18:00 - 21:00	NIE7-01-TR715	Asst Prof DUTT ANURADHA SALIL KUMAR, anuradha.dutt@nie.edu.sg	MAAP Students EP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	
Master of Arts (Applied Psychology)	MEP821	Cognitive Behavioural Management and Interventions	3	Tutorial Group 1	12	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR204	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP EP Students who completed MAP809	MAAP EP Students who completed MAP809	Cross listed with MCP821
Master of Arts (Applied Psychology)	MEP822	Early Intervention	3	Tutorial Group 1	10	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR305	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	MAAP Students EP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	Common class with MEC908 and MSE912
Master of Arts (Applied Psychology)	MEP823	Learning Disabilities	3	Tutorial Group 1	3	13-Jan-20	Monday, 18:00 - 21:00	AST (TR 5 Block B Level 2)	Dr Loh Pek Ru, peku.loh@nie.edu.sg	MAAP Students EP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	Common class with MSE911 and MP5908
Master of Arts (Applied Psychology)	MEP824	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy	3	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:00 - 21:00	NIE7-01-TR715	Dr TAN CHEE SOON, cheesoon.tan@nie.edu.sg	MAAP Students EP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	
Master of Arts (Applied Psychology)	MEP825	Introduction to Play Therapy	3	Tutorial Group 1	4	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	Asst Prof Jennifer Isabelle Ong Pei Ling, jennifer.ong@nie.edu.sg	MAAP Students EP TRACK: 2019 & 2020 Intake	MAAP Students CP TRACK: 2018, 2019 & 2020 Intake EP TRACK: 2019 & 2020 Intake	Cross listed with MCP822 and MAC824
Master of Arts (Applied Psychology)	MEP832	Practicum in Educational Psychology I	6	Tutorial Group 1	25	21-Jan-20	Tuesday, 14:00 - 17:00	NIE2-01-TR203	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP EP Track Students who completed MEP813	MAAP EP Track Students who completed MEP813	
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 1	25	21-Jan-20	Tuesday, 14:00 - 17:00	Individual Arrangements	Assoc Prof YEO LAY SEE, laysee.yeo@nie.edu.sg	MAAP EP Track Students who completed MEP813 & MEP832	MAAP EP Track Students who completed MEP813 & MEP832	
Master of Science (Exercise & Sport Studies)	MES815	Sports Biomechanics	3	Tutorial Group 1	9	17-Jan-20	Friday, 18:30 - 21:30	NIE5-B3-01 (Biomechanics Lab)	Dr. Cheryl Tay, cheryl.tay@nie.edu.sg	Open to MSc(ESS) 2018 Intake and before only	Open to MSc(ESS) 2018 Intake and before only	Common class with MES904
Master of Science (Exercise & Sport Studies)	MES819	Special Topics	3	Tutorial Group 1	11	14-Jan-20	Tuesday, 18:00 - 21:00	NIE5-01-TR504	Assoc Prof TEO-KOH SOCK MIANG, sockmiang.teo@nie.edu.sg	Open to MSc(ESS) 2018 Intake and before only	Open to MSc(ESS) 2018 Intake and before only	Common class with MES902
Master of Science (Exercise & Sport Studies)	MES821	Developmental Supervision for Physical Educators	3	Tutorial Group 1	13	16-Jan-20	Thursday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof TAN KWANG SAN, STEVEN, steven.tan@nie.edu.sg	Open to MSc(ESS) 2018 Intake and before only	Open to MSc(ESS) 2018 Intake and before only	Common class with MES908
Master of Science (Exercise & Sport Studies)	MES900	Research Methods in Exercise and Sport Studies	4	Tutorial Group 1	20	15-Jan-20	Wednesday, 18:00 - 21:00	NIE5-01-TR505	Dr CHUNG HO JIN, hojin.chung@nie.edu.sg	Open to MSc(ESS) 2019 and 2020 Intake only	Open to MSc(ESS) 2019 and 2020 Intake only	
Master of Science (Exercise & Sport Studies)	MES901	Integrative Project	2	Tutorial Group 1	7	13-Jan-20	Monday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof KONG PUI WAH, puiwah.kong@nie.edu.sg	Open to MSc(ESS) 2019 Intake only	Open to MSc(ESS) 2019 Intake only	Common class with MMM800
Master of Science (Exercise & Sport Studies)	MES902	Adapted Physical Activity & Sports	4	Tutorial Group 1	19	14-Jan-20	Tuesday, 18:00 - 21:00	NIE5-01-TR504	Assoc Prof TEO-KOH SOCK MIANG, sockmiang.teo@nie.edu.sg	Open to MSc(ESS) 2019 and 2020 Intake only	Open to all HD students	Common class with MES819
Master of Science (Exercise & Sport Studies)	MES904	Biomechanics of Sport and Exercise	4	Tutorial Group 1	21	17-Jan-20	Friday, 18:30 - 21:30	NIE5-B3-01 (Biomechanics Lab)	Dr. Cheryl Tay, cheryl.tay@nie.edu.sg	Open to MSc(ESS) 2019 and 2020 Intake only	Open to all HD students	Common class with MES815
Master of Science (Exercise & Sport Studies)	MES908	Mentoring for Physical Educators and Sports Practitioners	4	Tutorial Group 1	17	16-Jan-20	Thursday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof TAN KWANG SAN, STEVEN, steven.tan@nie.edu.sg	Open to MSc(ESS) 2019 and 2020 Intake only	Open to all HD students	Common class with MES821
Master of Education (High Ability Studies)	MHA904	Critical and Creative Thinking for High Ability Learners	4	Tutorial Group 1	20	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR203	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (High Ability Studies)	MHA905	Issues, Policies and Trends in High Ability Studies	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR203	Dr LETCHMI DEVI D/O PONNUSAMY, letchmi.p@nie.edu.sg	Open to all MHA students ONLY	Open to HD students with experience in the IP/ Gifted Education/ Specialised schools. Please write to course instructor or coordinator to seek permission.	

HIGHER DEGREE PROGRAMMES JANUARY 2020 SEMESTER

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Master of Arts (Instructional Design & Technology)	MID806	Training Methods and Strategies	3	Tutorial Group 1	3	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Open to MAIDT students only	Open to HD students with pre-requisites: MID 801 & MID841	Cross-listed with MTD808; Common class with MID 906 & MTD 908.
Master of Arts (Instructional Design & Technology)	MID842	Multimedia Design	3	Tutorial Group 1	3	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Open to MAIDT students only	Open to HD students with pre-requisite, or corequisite: MID801 & MID841	Cross-listed with MTD810; Common class with MID 942 & MTD 910.
Master of Arts (Instructional Design & Technology)	MID845	Capstone Project for Instructional Design	3	Tutorial Group 1	12	17-Jan-20	Friday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Open to MAIDT students only	Open to HD students with pre-requisites: MID801, MID841, and MID844	Common class with MID 945.
Master of Arts (Instructional Design & Technology)	MID901	Instructional Design Models and Practices	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Open to MAIDT students only	Open to all HD students	
Master of Arts (Instructional Design & Technology)	MID906	Training Methods and Strategies	4	Tutorial Group 1	10	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Open to MAIDT students only	Open to HD students with pre-requisites: MID 901 & MID941	Common class with MID 806, MTD 808 & MTD 908.
Master of Arts (Instructional Design & Technology)	MID941	Evaluation Models and Methods	4	Tutorial Group 1	25	13-Jan-20	Monday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof CHEN WENLI, wenli.chen@nie.edu.sg	Open to MAIDT students only	Open to all HD students	
Master of Arts (Instructional Design & Technology)	MID942	Multimedia Design	4	Tutorial Group 1	10	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Open to MAIDT students only	Open to HD students with pre-requisite, or corequisite: MID901	Common class with MID 842, MTD 810 & MTD 910.
Master of Arts (Instructional Design & Technology)	MID945	Capstone Project for Instructional Design	4	Tutorial Group 1	13	17-Jan-20	Friday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	Open to MAIDT students only	Open to HD students with pre-requisites: MID901, MID905, MID941, and MID944	Common class with MID 845.
Master of Science (Life Sciences)	MLS900	Science Communication	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:30 - 21:30	NIE7-01-TR719	Assoc Prof YAN YAW KAI, yawkai.yan@nie.edu.sg	Open to MSc(LS) students: Chemistry specialisation - Aug 2019 & Jan 2020 intakes. Clean Energy Physics Specialisation - Jan 2020 intake. Environmental Biology Specialisation - Aug 2019 & Jan 2020 intakes.	Open to all HD students. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS921	Critical Inquiry (Chemistry)	2	Tutorial Group 1	25	16-Jan-20	Thursday, 18:30 - 20:30	NIE7A-B1-03 (Chemistry Lab 1)	Assoc Prof TAN SWEE NGIN, sweengin.tan@nie.edu.sg	Open to MSc(LS) students: Chemistry specialisation - Aug 2018 & Jan 2019 intakes.	Open to all HD students. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS924	Materials Chemistry	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:30 - 21:30	NIE7-01-TR701	Dr Edison Ang HuiXiang, edison.ang@nie.edu.sg	Open to MSc(LS) students: Chemistry specialisation - Aug 2018, Jan 2019, Aug 2019 & Jan 2020 intakes.	Open to all HD students. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS941	Critical Inquiry (Clean Energy Physics)	2	Tutorial Group 1	25	13-Jan-20	Monday, 18:30 - 20:30	NIE7-B2-01(Physics Lab 2B)	Assoc Prof KWEK LEONG CHUAN, leongchuan.kwek@nie.edu.sg	Open to MSc(LS) students: Clean Energy Physics specialisation Aug 2018 & Jan 2019 intakes.	Open to all HD students. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS946	Physical Methods for the Analysis of Energy Materials	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:30 - 21:30	NIE7-B1-28 (Physics Lab 1A)	Prof XU SHUYAN, shuyan.xu@nie.edu.sg	Open to MSc(LS) students: Clean Energy Physics specialisation Aug 2018, Jan 2019 & Jan 2020 intakes. Open to PhD(Sci) students	Open to all HD students. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS964	Global Environmental Change and Vulnerable Ecosystems	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:30 - 21:30	NIE7-01-TR703	Dr GOH PI LEE, BEVERLY, beverly.goh@nie.edu.sg	MSc LS Environmental Biology students from the Aug2019 and Jan 2020 intake	Open to all HD students. Please write to course coordinator to seek permission.	
Master of Education (Learning Sciences and Technology)	MLT803	Technologies as Cognitive Tools	3	Tutorial Group 1	8	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Asst Prof WEN YUN, yun.wen@nie.edu.sg	open to MED(LST) students only	open to all HD students	Common Class with MLT903 and MPS903
Master of Education (Learning Sciences and Technology)	MLT903	Technologies as Cognitive Tools	4	Tutorial Group 1	17	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Asst Prof WEN YUN, yun.wen@nie.edu.sg	open to MED(LST) students only	open to all HD students	Cross-listed with MPS903; Common Class with MLT803
Master of Education (Learning Sciences and Technology)	MLT906	Design of Technology-mediated Learning Environments	4	Tutorial Group 1	20	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof WANG QIYUN, qiyun.wang@nie.edu.sg	open to MED(LST) students only	open to all HD students	Common Class with EDTM902
Master of Education (Learning Sciences and Technology)	MLT909	Research Methodologies for the Learning Sciences	4	Tutorial Group 1	25	13-Jan-20	Monday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof QUEK CHOON LANG, GWENDOLINE, choonlang.quek@nie.edu.sg	open to MED(LST) students only	open to all HD students	
Master of Education (Mathematics)	MME913	Algebra and the Teaching of Algebra	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:00 - 21:00	NIE7-B1-10 (Maths Lab 5)	Assoc Prof NG SWEE FONG, sweefong.ng@nie.edu.sg	Med (Maths) students	Other Med students, subject to coordinator's approval	
Master of Education (Mathematics)	MME917	Problem Solving and the Teaching of Problem Solving	4	Tutorial Group 1	20	15-Jan-20	Wednesday, 18:00 - 21:00	AST (TR 6 Block B Level 2)	Assoc Prof LEONG YEW HOONG, yewhoong.leong@nie.edu.sg	Med (Maths) students	Other Med students, subject to coordinator's approval	
Master of Education (Malay Language)	MML902	Critical and Creative Thinking to Enhance Learning	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR321	Dr SA'EDA BTE BUANG, saeda.buang@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Malay Language)	MML913	Critical Approaches to Language	4	Tutorial Group 1	25	13-Jan-20	Monday, 18:00 - 21:00	NIE3-01-TR321	Assoc Prof MOHD MUKHLIS BIN ABU BAKAR, mukhlis.abubakar@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Arts (Applied Linguistics)	MMM800	Critical Inquiry	3	Tutorial Group 19	5	17-Jan-20	Friday, 18:00 - 21:00	NIE3-01-TR307 & NIE3-01-TR308	Dr WILLY ARDIAN RENANDYA, willy.renandya@nie.edu.sg	MAAL students (3AU structure)	MAAL students (3AU structure)	Common class with MAE990 and MED902 (TG08)

HIGHER DEGREE PROGRAMMES JANUARY 2020 SEMESTER

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Master of Arts (Educational Management)	MMM800	Critical Inquiry	3	Tutorial Group 20	5	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR216	Dr ZHANG YENMING, yenming.zhang@nie.edu.sg	MAEM students	MAEM students	Common class with MEM932 (TG1)
Master of Science (Exercise & Sport Studies)	MMM800	Critical Inquiry	3	Tutorial Group 21	13	13-Jan-20	Monday, 18:00 - 21:00	NIE5-01-TR503	Assoc Prof KONG PUI WAH, puiwah.kong@nie.edu.sg	MSc(ESS) 2018 Intake and before only	MSc(ESS) 2018 Intake and before only	Common class with MES901
Master of Education (Science)	MMM800	Critical Inquiry	3	Tutorial Group 16	1	15-Jan-20	Wednesday, 18:00 - 21:00	Refer to NSSE/JAG	Assoc Prof TAN Kim Chwee Daniel, daniel.tan@nie.edu.sg	Closed registration	Closed registration	
Master of Arts (Educational Management)	MMM800	Critical Inquiry	3	Tutorial Group 22	5	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR214	Dr WU Pihui Sandra, sandra.wu@nie.edu.sg	MAEM students	MAEM students	Common class with MEM932 (TG2)
Master of Education (Curriculum and Teaching)	MMM800	Critical Inquiry	3	Tutorial Group 3	1	17-Jan-20	Friday, 18:00 - 21:00	NIE2-01-TR214	Assoc Prof FANG YANPING, yanping.fang@nie.edu.sg	MEd (C&T) students	MEd (C&T) students	Common class with MED902 (TG03)
Master of Education (Educational Assessment)	MPM901	Assessment Principles and Methods	4	Tutorial Group 1	25	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR208	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg	MED EA Students	All HD	Cross-listed with MPS904
Master of Education (Educational Assessment)	MPM904	Attitude Measurement and Personality Assessment	4	Tutorial Group 1	20	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR303	Dr Amelia Joy-Marie Yeo Ai-Mei, amelia.yeo@nie.edu.sg	MED EA Students	All HD	Cross-listed with MDP906
Master of Education (Educational Assessment)	MPM905	Programme Evaluation	4	Tutorial Group 1	15	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR206	Assoc Prof CHONG WAN HAR, wanhar.chong@nie.edu.sg	MED EA Students	All HD	Cross-listed with MDP908
Master of Education (Educational Assessment)	MPM907	Children Cognitive Development and Assessment	4	Tutorial Group 1	5	14-Jan-20	Tuesday, 18:00 - 21:00	NIE7-01-TR712	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED EA Students	All HD	Cross-listed with MDP902 TG1
Master of Education (Educational Assessment)	MPM907	Children Cognitive Development and Assessment	4	Tutorial Group 2	5	16-Jan-20	Thursday, 14:00 - 17:00	NIE7-01-TR712	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED EA Students	All HD	Cross-listed with MDP902 TG2
Master of Education (Educational Assessment)	MPM909	Elementary Statistics for Education	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-01-TR303	Dr QUEK KHIOK SENG, khiokseng.quek@nie.edu.sg	All HD	All HD	
Master of Education (Educational Assessment)	MPM910	Multivariate Statistics	4	Tutorial Group 1	25	16-Jan-20	Thursday, 14:00 - 17:00	NIE2-02-02A (Education Computing Lab 7)	Assoc Prof NIE YOUYAN, youyan.nie@nie.edu.sg	All HD	All HD	
Master of Education (Primary)	MPS901	Curriculum: Theories and Issues	4	Tutorial Group 1	1	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR213	Assoc Prof SIM BOON YEE JASMINE, jasmine.sim@nie.edu.sg	MEd Primary students	Open to all HD students	Common class with EDCT901 and MCT901
Master of Education (Primary)	MPS902	Children Cognitive Development and Assessment	4	Tutorial Group 1	1	14-Jan-20	Tuesday, 18:00 - 21:00	NIE7-01-TR712	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MEd Primary students	Open to all HD students	Cross-listed with MDP902
Master of Education (Primary)	MPS903	Technologies as Cognitive Tools	4	Tutorial Group 1	2	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Asst Prof WEN YUN, yun.wen@nie.edu.sg	MEd Primary students	Open to all HD students	Cross-listed with MLT903; Common Class with MLT803
Master of Education (Primary)	MPS904	Assessment Principles and Methods	4	Tutorial Group 1	3	13-Jan-20	Monday, 18:00 - 21:00	NIE2-01-TR208	Dr Chue Kah Loong, kahloong.chue@nie.edu.sg	MEd Primary students	Open to all HD students	Cross-listed with MPM901
Master of Education (Primary)	MPS907	Popular Culture and ICT in Music Education	4	Tutorial Group 1	3	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-02-09 (Keyboards Lab)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	MEd Primary students	Open to HD students with adequate music background. Please write to course coordinator to seek permission.	Cross list with MUE903
Master of Education (Primary)	MPS908	Learning Disabilities	4	Tutorial Group 1	3	13-Jan-20	Monday, 18:00 - 21:00	AST (TR 5 Block B Level 2)	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MEd Primary students	Open to all HD students	Common class with MEP823; Cross-listed with MSE911
Master of Education (Science)	MSC901	Foundations of Science & Science Education	4	Tutorial Group 1	15	14-Jan-20	Tuesday, 18:00 - 21:00	AST (TR 26 Block C Level 4)	Assoc Prof LEE YEW JIN, yewjin.lee@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Science)	MSC908	STEM Education History, Policies, and Research Trends	4	Tutorial Group 1	20	13-Jan-20	Monday, 18:00 - 21:00	AST (TR 6 Block B Level 2)	Assoc Prof TEO TANG WEE, tangwee.teo@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Special Education)	MSE901	Issues and Trends in Special Education	4	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-01-TR201	Dr TAN SOO CHING CAROL, carol.tan@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Special Education)	MSE901	Issues and Trends in Special Education	4	Tutorial Group 2	25	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-01-TR204	Dr TAN SOO CHING CAROL, carol.tan@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Special Education)	MSE911	Learning Disabilities	4	Tutorial Group 1	24	13-Jan-20	Monday, 18:00 - 21:00	AST (TR 5 Block B Level 2)	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	Open to MEd (SE) students only, except January 2020 (Part-time) intake	Open to all HD students	Common class with MEP823; Cross-listed with MPS908
Master of Education (Special Education)	MSE912	Early Intervention	4	Tutorial Group 1	10	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR305	Asst Prof Xie Huichao, huichao.xie@nie.edu.sg	Open to MEd (SE) students only, except January 2020 (Part-time) intake	Open to all HD students	Cross-listed with MEC908; Common class with MEP822
Master of Education (Special Education)	MSE914	Intervention Research in Special Education	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-01-TR202	Dr AILSA GOH EE PING, ailsa.goh@nie.edu.sg	Open to all HD students with MED900	Open to all HD students with MED900	
Master of Science (Mathematics for Educators)	MSM800	Mathematical Inquiry	3	Tutorial Group 1	25	18-Jan-20	Saturday, 08:30 - 11:30	Individual Arrangements	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Open to MSc(MAE) 800-series students only	Open to MSc(MAE) 800-series students	Arranged by respective supervisors
Master of Science (Mathematics for Educators)	MSM810	Advanced Calculus and Applications for Educators	3	Tutorial Group 1	10	17-Jan-20	Friday, 18:00 - 21:00	NIE7-01-TR719	Assoc Prof TOH TIN LAM, tinlam.toh@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM910
Master of Science (Mathematics for Educators)	MSM814	Statistical Reasoning for Educators	3	Tutorial Group 1	10	15-Jan-20	Wednesday, 18:00 - 21:00	NIE7-01-TR716	Dr YAP SOOK FWE, sookfwe.yap@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM914
Master of Science (Mathematics for Educators)	MSM822	Functional Analysis	3	Tutorial Group 1	10	17-Jan-20	Friday, 18:00 - 21:00	NIE7-01-TR716	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM925
Master of Science (Mathematics for Educators)	MSM827	Statistical Methods	3	Tutorial Group 1	10	15-Jan-20	Wednesday, 18:00 - 21:00	NIE7-01-TR719	Asst Prof ZHU YING, ying.zhu@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM961
Master of Science (Mathematics for Educators)	MSM829	Directed Graphs: Theory, Algorithm and Applications	3	Tutorial Group 1	10	13-Jan-20	Monday, 18:00 - 21:00	NIE7-01-TR716	Assoc Prof TAY ENG GUAN, engguan.tay@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM942
Master of Science (Mathematics for Educators)	MSM831	Differential Geometry	3	Tutorial Group 1	10	14-Jan-20	Tuesday, 18:00 - 21:00	NIE7-01-TR716	Assoc Prof TEO BENG CHONG, bengchong.teo@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM924

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Add/Drop Period: 13 Jan 2020 (9am) to 27 Jan 2020 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Science (Mathematics for Educators)	MSM900	Mathematical Research Methods	2	Tutorial Group 1	25	14-Jan-20	Tuesday, 18:00 - 21:00	NIE7-B1-14 (Cauchy Lab)	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Open to MSc(MAE) 900-series students only	Open to MSc(MAE) 900-series students only	
Master of Science (Mathematics for Educators)	MSM910	Calculus and Analysis for Educators	4	Tutorial Group 1	15	17-Jan-20	Friday, 18:00 - 21:00	NIE7-01-TR719	Assoc Prof TOH TIN LAM, tinlam.toh@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM810
Master of Science (Mathematics for Educators)	MSM914	Statistical Theory for Educators	4	Tutorial Group 1	15	15-Jan-20	Wednesday, 18:00 - 21:00	NIE7-01-TR716	Dr YAP SOOK FWE, sookfwe.yap@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM814
Master of Science (Mathematics for Educators)	MSM924	Euclidean and non-Euclidean Geometry	4	Tutorial Group 1	15	14-Jan-20	Tuesday, 18:00 - 21:00	NIE7-01-TR716	Assoc Prof TED BENG CHONG, bengchong.teo@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM831
Master of Science (Mathematics for Educators)	MSM925	Contemporary Topics in Analysis, Geometry and Topology	4	Tutorial Group 1	15	17-Jan-20	Friday, 18:00 - 21:00	NIE7-01-TR716	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM822
Master of Science (Mathematics for Educators)	MSM942	Algorithms and Applications in Graph Theory	4	Tutorial Group 1	15	13-Jan-20	Monday, 18:00 - 21:00	NIE7-01-TR716	Assoc Prof TAY ENG GUAN, engguan.tay@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM829
Master of Science (Mathematics for Educators)	MSM961	Multiple Linear Regression	4	Tutorial Group 1	15	15-Jan-20	Wednesday, 18:00 - 21:00	NIE7-01-TR719	Asst Prof ZHU YING, ying.zhu@nie.edu.sg	Open to all HD students	Open to all HD students	Common class with MSM827
Master of Science (Mathematics for Educators)	MSM970	Mathematical Inquiry	4	Tutorial Group 1	25	18-Jan-20	Saturday, 08:30 - 11:30	Individual Arrangements	Assoc Prof HO WENG KIN, wengkin.ho@nie.edu.sg	Open to MSc(MAE) 900-series students only	Open to MSc(MAE) 900-series students only	Arranged by respective supervisors
Master of Arts (Teaching Chinese as an International Language)	MTCL811	Professional English for TCIL Instructors	3	Tutorial Group 1	1	13-Jan-20	Monday, 18:00 - 21:00	NIE3-01-TR320	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020; Common class with MTCL911
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 1	35	16-Jan-20	Thursday, 09:30 - 12:30	NIE5-01-TR501	Dr LUO QINGMING, qingming.luo@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 2	35	13-Jan-20	Monday, 09:30 - 12:30	NIE5-01-TR506	Dr LUO QINGMING, qingming.luo@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 1	35	13-Jan-20	Monday, 09:30 - 12:30	NIE7-01-TR710	Dr XU FENG, feng.xu@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 2	35	16-Jan-20	Thursday, 13:30 - 16:30	NIE3-01-TR321	Dr XU FENG, feng.xu@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 1	35	14-Jan-20	Tuesday, 18:00 - 21:00	NIE3-01-TR318	Dr LUO QINGMING, qingming.luo@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 1	35	16-Jan-20	Thursday, 13:30 - 16:30	NIE3-01-TR319	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 2	35	13-Jan-20	Monday, 13:30 - 16:30	NIE3-01-LT9	Dr CHOONG KOK WENG, kokweng.choong@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills in TCIL	4	Tutorial Group 1	35	13-Jan-20	Monday, 13:30 - 16:30	NIE2-01-TR204	Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills in TCIL	4	Tutorial Group 2	35	15-Jan-20	Wednesday, 13:30 - 16:30	NIE2-01-TR216	Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 1	35	14-Jan-20	Tuesday, 13:30 - 16:30	NIE2-02-05 (Education Computing Lab 4)	Mdm Jasmine Tan Sio Hwee, jesmine.tan@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 2	35	14-Jan-20	Tuesday, 09:30 - 12:30	NIE2-02-05 (Education Computing Lab 4)	Mdm Jasmine Tan Sio Hwee, jesmine.tan@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 1	35	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR318	Dr ANG LIANG PENG, liangpeng.ang@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 1	35	14-Jan-20	Tuesday, 09:30 - 12:30	NIE3-01-TR313	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 2	35	16-Jan-20	Thursday, 09:30 - 12:30	NIE3-01-LT9	Prof GOH YENG SENG, yengseng.goh@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 1	35	13-Jan-20	Monday, 18:00 - 21:00	NIE3-01-TR320	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 1	35	15-Jan-20	Wednesday, 18:00 - 21:00	NIE3-01-TR320	Dr LUO QINGMING, qingming.luo@nie.edu.sg	Open to MATCIL students only	Please write to course instructor and coordinator to seek permission.	Reading week is 2 Mar - 6 Mar 2020
Master of Arts in Professional Education (Training and Development)	MTD801	Professional Practice Inquiry Project	3	Tutorial Group 1	12	17-Jan-20	Friday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Compulsory core for final year students	For MAPE students only	Common class with MTD 901
Master of Arts in Professional Education (Training and Development)	MTD802	Foundations of Learning and Instruction	3	Tutorial Group 1	10	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Prof LOOI CHEE KIT, cheekit.looi@nie.edu.sg	Compulsory core for MAPE students	Open to all HD students	Common class with MTD 902
Master of Arts in Professional Education (Training and Development)	MTD806	Quality Assurance Processes for Learning Organizations	4	Tutorial Group 1	20	17-Jan-20	Friday, 18:00 - 21:00	Experiment Room (Level 6) at the Institute for Adult Learning (IAL)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Compulsory core for Year 2 (PT) students	For MAPE students only	Common class with MTD 906
Master of Arts in Professional Education (Training and Development)	MTD808	Training Methods and Strategies	3	Tutorial Group 1	4	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	For MAPE students only	Open to all HD students	Cross-listed with MID806; Common class with MTD 908 & MID 906
Master of Arts in Professional Education (Training and Development)	MTD810	Multimedia Design	3	Tutorial Group 1	4	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	For MAPE students only	Open to all HD students	Cross-listed with MID842; Common class with MID 942 & MTD 910.
Master of Arts in Professional Education (Training and Development)	MTD901	Professional Practice Inquiry Project	4	Tutorial Group 1	13	17-Jan-20	Friday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Compulsory core for final year students	For MAPE students only	Common class with MTD 801

HIGHER DEGREE PROGRAMMES JANUARY 2020 SEMESTER

Last Update: 08 January 2020

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

*Please refer to the "Course Synopses" from page 11 onwards.

Online Course Registration: 30 Dec 2019 (9am) to 02 Jan 2020 (5pm)
Add/Drop Period: 13 Jan 2020 (9am) to 27 Jan 2020 (5pm)

Programme	Course Code	Course Title*	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator Details	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts in Professional Education (Training and Development)	MTD902	Foundations of Learning and Instruction	4	Tutorial Group 1	15	14-Jan-20	Tuesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Prof LOOI CHEE KIT, cheekit.looi@nie.edu.sg	Compulsory core for Year 1 (FT/PT) students	Open to all HD students	Common class with MTD 802
Master of Arts in Professional Education (Training and Development)	MTD906	Quality Assurance Processes for Learning Organizations	4	Tutorial Group 1	5	17-Jan-20	Friday, 18:00 - 21:00	Experiment Room (Level 6) at the Institute for Adult Learning (IAL)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	Compulsory core for Year 1 (FT) students	For MAPE students only	Common class with MTD 806
Master of Arts in Professional Education (Training and Development)	MTD908	Training Methods and Strategies	4	Tutorial Group 1	8	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-02-07 (Education Computing Lab 3)	Assoc Prof CHOY DORIS, doris.choy@nie.edu.sg	For MAPE students only	Open to all HD students	Common class with MTD 808, MID 806 & MID 906
Master of Arts in Professional Education (Training and Development)	MTD910	Multimedia Design	4	Tutorial Group 1	8	16-Jan-20	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHEUNG WING SUM, wingsum.cheung@nie.edu.sg	For MAPE students only	Open to all HD students	Common class with MTD 810, MID 842 & MID 942
Master of Education (Tamil Language)	MTL901	Tamil Curriculum, Materials including IT: Selection and Evaluation	4	Tutorial Group 1	15	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-01-TR319	Assoc Prof SEETHA LAKSHMI, seetha.lakshmi@nie.edu.sg	Open to all HD students	Open to all HD students	
Master of Education (Music)	MUE901	Issues in Music Education	4	Tutorial Group 1	20	14-Jan-20	Tuesday, 18:00 - 21:00	AST (TR 5 Block B Level 2)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	Open to music students only	Open to all HD students	Common Class with EDVP921
Master of Education (Music)	MUE903	Popular Culture and ICT in Music Education	4	Tutorial Group 1	25	16-Jan-20	Thursday, 18:00 - 21:00	NIE3-02-09 (Keyboards Lab)	Assoc Prof LUM CHEE HOO, cheehoo.lum@nie.edu.sg	Open to music students only	Open to HD students with adequate music background. Please write to course coordinator to seek permission.	Cross-listed with MPS907
NIE Doctor in Education	NEDD902	Quantitative Research Methods	4	Tutorial Group 1	25	15-Jan-20	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof CHEN WENLI, wenli.chen@nie.edu.sg	EdD Students	EdD Students	
NIE Doctor in Education	NEDD912	Research Methods I	4	Tutorial Group 1	25	13-Jan-20	Monday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof SHANTI DIVAHARAN, shanti.divaharan@nie.edu.sg	EdD Students	EdD Students	

Course Code	Course Title	Description	Academic Unit
EDCT901	Inquiry into Curriculum and Teaching	The course aims at assisting doctoral students in developing a critical, broad, and well-informed understanding of the complexity and dynamic nature of curriculum, curriculum making, and classroom teaching and a capacity for conducting inquiry into complex curricular and pedagogical issues. At the end of the course, students are expected to: (1) become familiar with the major works, ideas, and terms in curriculum studies and related fields; (2) be able to relate research on curriculum and teaching to broad social, cultural, institutional, and political contexts, issues and concerns; (3) apply theories to critically analyze specific curricular and pedagogical issues and formulate defensible solutions; (4) develop abilities to read, analyze, and critique scholarly texts and ideas; and (5) develop abilities to produce academic writing.	4
EDEL901	Sociolinguistic Perspectives on the Classroom	This course examines language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on Singapore classrooms.	4
EDEL902	Language and Literature Education	Historically, literature and language have not been dichotomous terms. Literature as a concept emerged in the fourteenth century and its latin root is littera denoting a letter of the alphabet. In this sense literature was tied to literacy or, more specifically, the ability to read. It was only later that literature became connected to the concept of taste involving the ability to read particular kinds of text and the discipline emerged in distinction from fields of language and linguistics. In this course, we seek to examine historically the disciplinary schism between English language and English literature and explore socio-cultural, linguistic and textual theories advocating an integrated approach to English language teaching. In the process, we aim to problematize the dichotomies between reading and writing, literacy and literariness, the functional and the aesthetic.	4
EDLC901	Current and Emerging Theories and Practices in Leadership and Management	Much of the discussion on existing educational leadership in the past decade arrives at two main conclusions: (1) there is still a need for contextualizing leadership; (2) there is an emerging literature on the local context-influenced leadership practices; and (3) there is an increasing need for building up on leadership capacity in order to respond to the demands faced by education leaders today. Educational leadership theories that have emerged over the past decade reflect the responses of researchers, policy-makers and programme developers to these conclusions. Specifically, an increasing evidence-based literature has emerged to inform local educational leaders in leadership practices. This course focuses on the current and emerging theories and practices of leadership and management. The course also aims to compare leadership findings between western and eastern contexts.	4
EDLM901	Theory, Research and Practice in Teaching and Learning	This course on advanced educational psychology provides a detailed analysis of modern learning theories and practices as they relate to education. It embarks on a detailed investigation of major research in educational psychology focusing on learning cognition. Historically, the field of educational psychology gained from a series of learning theories, including behaviorism, social cognitive theory, information processing, and constructivism. In this course, these theories are examined in depth. The question, how do humans learn (best)? is at the heart of such theories, and graduate students are invited to construct and reconstruct their personal theories of learning throughout the course. However, modern day educational psychologists face questions that are considerably more varied and diverse than simply, what constitutes learning? Increasingly, they are concerned with a variety of topics, including knowledge building, the role of working memory, the importance of emotions and student well-being, encouraging innovation and critical thinking, incorporating learners with special needs, as well as engaging adult learners. In considering these topics, a common theme continues to be how psychological principles can illuminate processes of learning and teaching. This course thus considers how theory, research, and practice inform each other in order to improve the efforts of educators.	4
EDTM902	Theoretical Foundations of Technology-Mediated Learning Environments	The pervasiveness of technology is taken for granted in modern societies. Technology-mediated means of learning, whether using the Web, using new media, or via mobile handheld devices, are increasingly commonplace. Uninformed and uncritical uses of such technologies abound. This course seeks to equip students with sound theoretical bases for making compelling design decisions with respect to technology-mediated learning environments in order to engender high quality learning outcomes relevant to the needs of contemporary society. To this end, the course will first probe and interrogate ontological and epistemological issues that underpin traditional approaches to learning. Second, it will broaden students exposure to alternative understandings through exposure to other worldviews. A critical connection to pedagogy will then be developed so that students can begin to grasp the vital relation between metaphysical assumptions and pedagogic principles. This understanding will then be directed toward application, to support formal and informal learning in the contemporary world.	4

Course Code	Course Title	Description	Academic Unit
EDVP921	Issues in Music Education	This course focuses on the historical, psychological and sociological foundations of teaching and learning music. The course also explores in depth current curricular thinking and issues in music education.	4
EDVP931	Critical Perspectives in Visual and Performing Arts (VPA)	This course surveys critical perspectives in Visual and Performing Arts research. Topics include the philosophical, psychological, sociological and historical foundations of Visual and Performing Arts education, with relevant applications for contemporary education in Singapore and internationally.	4
MAC811	Multicultural Counselling	When contemporary societies become more culturally diverse due to globalization, counsellors and their clients may not share the same sociocultural values. Counsellors can no longer assume that their counselling approaches are applicable to everyone. Counselling is not value-free but is embedded in worldviews mainly derived from Western and dominant cultures. As such, counsellors must be able to adapt their counselling processes when working with clients across cultural groups and social classes. The aim of this course is to help counsellors become more culturally competent in three main areas: becoming more aware of their own assumptions about human behaviours, values, normality, and wellbeing; becoming more aware of the worldviews of culturally diverse clients; and being able to develop intervention strategies consistent with the worldviews of their clients in Asian contexts.	3
MAC815	Advanced Counselling and Interviewing Skills	This course examines the development of counselling skills through the counselling process involving phases of relationship building, problem exploration and identification, goal-setting, designing intervention strategies, evaluation outcomes and termination. This class is predominantly experiential. An emphasis is placed on the practice and demonstration of skills, development of counselling plans, and strategies for assistance.	3
MAC816	Group Process and Counselling	Theory and practice of group counselling will be presented, discussed, and practiced in this course. Students will learn about the principles of group dynamics, process and counselling techniques. Application of groups in community and educational settings for remedial and preventive purposes will be explored.	3
MAC816	Group Process and Counselling	Theory and practice of group counselling will be presented, discussed, and practiced in this course. Students will learn about the principles of group dynamics, process and counselling techniques. Application of groups in community and educational settings for remedial and preventive purposes will be explored.	3
MAC819	Programme Evaluation in Counselling and Guidance	This course provides the students with the basic understanding of procedures for counselling programme development and accountability/evaluation. It focuses on the needs assessment, planning, development, design, implementation and evaluation of a comprehensive counselling and guidance programme. The community and school-related issues and management competency of the counsellor will be emphasised.	3
MAC820	Introduction to Family Counselling	This course gives an introduction to family systems theories and investigates family issues that surface in counselling. Critical examination of systemic change, dysfunction, stages of family development, the dynamics of family interaction, problems associated with individual adjustments, adaptations and other reactions within family is included.	3
MAC824	Introduction to Play Therapy	Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour. Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Participants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.	3
MAC830	Practicum I	The principal goal of practicum is to provide an opportunity for integration and concrete practice of counselling theories, process and techniques leading to effective individual and group counselling. There will be close supervised counselling practice with clients in approved field sites such as schools or agencies which are consistent with the student's learning needs, career goals and area of interest. Demonstration of appropriate professional quality, social and ethical judgment and being receptive is expected.	3

Course Code	Course Title	Description	Academic Unit
MAC831	Practicum II	The principal goal of practicum is to provide an opportunity for integration and concrete practice of counselling theories, process and techniques leading to effective individual and group counselling. There will be close supervised counselling practice with clients in approved field sites such as schools or agencies which are consistent with the student's learning needs, career goals and area of interest. Demonstration of appropriate professional quality, social and ethical judgment and being receptive is expected.	3
MAC841	Research Project	Check with PS/AG	3
MAE810	Research in Teaching Written Discourse	This course offers an opportunity to be acquainted with current theoretical models of writing that have informed recent research in the teaching of writing. There will be discussion on the implications of research for the teaching and learning of writing in course participants own professional situations. Discussion will include critical evaluation of common instructional and assessment practices with reference to the development of writing competencies beyond the level of sentence decoding and production.	3
MAE900	Research Methodology in Applied Linguistics	This course focuses on research methodology in applied linguistics and covers a range of theoretical, practical, and ethical issues in applied linguistics research, with an emphasis on language teaching and learning. It examines principles for undertaking empirical research, introduces main quantitative and qualitative methods for conducting small-scale research in the language classroom, and provides hands-on experience with research designs, instruments for data collection, quantitative and qualitative methods of data analysis, evaluation of published research, and research report writing.	4
MAE901	Discourse Studies	This course will provide both a theoretical and practical introduction to concepts and techniques associated with the analysis of discourse. Students first familiarize themselves with the intellectual history of this interdisciplinary field, before turning to some fundamental issues that underlie the study of discourse. Topics covered include the relationship between language, thought and culture, the notion of context and its relation to linguistic form and function, ways of transcribing spoken discourse, and discourse in the multimodal communicational landscape. Students will read and discuss original research articles that employ various forms of discourse analysis to study how people use language to assert, negotiate, question, or challenge micro and macro social arrangements	4
MAE902	Language Acquisition Studies	This course examines theories of language acquisition (first, second, and bilingual) from psycholinguistic and sociolinguistic perspectives. A range of factors that affect the nature and route of language acquisition will be considered (e.g., age, cross-linguistic influence, linguistic environments, cognition, identity, power, etc.). A solid understanding of the nature of language acquisition is expected to provide good grounds for designing language teaching pedagogy.	4
MAE903	Sociolinguistic Perspectives on the Classroom	This course examines language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on Singapore classrooms	4
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
MAE908	Research in Teaching Written Discourse	The purpose of this course is to acquaint students with current theoretical models of writing that have informed recent research in the teaching of first language and second/foreign language writing. Discussion of major issues will include critical evaluation of writing research and instructional practices with reference to the development of writing competencies beyond the level of sentence decoding and production.	4
MAE915	Language Testing and Assessment	This course introduces participants to the most important principles and best practices of language assessment. Through this course, participants will also examine selected research papers on language assessment as well as consider the social and ethical implications of language assessment. A wide range of topics will be explored, and these include qualities of test usefulness, stages of test development, and various assessment modes for different language skills and purposes. Participants will be exposed to alternative assessments, in addition to assessments of reading, writing, speaking, and listening. Most importantly, they will have the opportunity to apply various principles, concepts, procedures, strategies, and techniques by designing, pilot-testing, and evaluating a test instrument. They will also be expected to review and critically evaluate an existing assessment instrument with a view of improving it to achieve its intended purposes most effectively.	4

Last Update: 3 December 2019

Course Code	Course Title	Description	Academic Unit
MAE990	Integrative Project	This capstone course aims to equip participants with the knowledge and skills that they will need to identify a specific language-education or language-related problem or issue, and demonstrate a critical understanding of, for example, causes, consequences, controversies, complexities, etc., of the problem or issue by reviewing relevant scholarly literature and designing a study that will address it.	2
MALC801	Perspectives in Educational Leadership	Educational leadership is a complex concept, both in theory and in practice. It can be approached from many perspectives and this leads to many different models of explaining and practising it. In the current literature, there are many models of educational leadership, such as visionary leadership, moral leadership, transactional leadership, transformational leadership, instructional leadership, curriculum leadership, distributed leadership, teacher leadership, principle-centred leadership and learning-centred leadership. This course requires participants to review the literature on educational leadership and construct their own model of educational leadership that could link policy and implementation, and theory and practice in their context.	3
MALC803	Curriculum Theory, History and Issues	Basic to curriculum theory is to consider the key questions: What knowledge is of most worth to learners? What activities are of most effective in enabling learners to acquire this knowledge? Who benefits from different conceptions of knowledge and curriculum? What is the most appropriate way to organize these activities? How do I know if learners have acquired this knowledge? There is no one correct answer to these questions. Making decisions about curriculum issues entails defining what is desirable? and attempting to realize what is achievable in diverse human lives. Thus, the process of making curriculum decisions is, and should be complex and problematic. In this introductory course, students will review the history, and major themes in the curriculum studies. Students will examine varied ideological orientations, and become familiar with the structures that support ongoing discourses. They will develop critical and analytical skills appropriate to the scholarly discussion of curriculum and teaching problems.	3
MALC805	Seminars in Educational Inquiry	This seminar series is designed to help participants develop a well-informed understanding of what educational inquiry is and how such inquiry is conceived to investigate important educational issues and phenomena focusing on change, curriculum, pedagogy and assessment. It will discuss several important forms of qualitative research such as philosophical/conceptual analysis, document analysis, historical research, case studies, action research and narrative inquiry. Participants will learn to critically analyse pieces of educational research and conceptualise a proposal for an inquiry project.	4
MALC851	Organisational Learning and Development	This course explores some of the basic concepts that explain how organizations and individuals develop and learn. It draws upon recent research from different countries to illustrate contemporary educational practices. The course aims to provide a map of the main concepts which explain the notions of learning and development; illustrate how concepts of learning and development are to be found in the every-day practice of educators and education institutions; draw upon examples of learning and development practices from the international educational arena; use the notions of learning and development to analyze contemporary educational practices known to participants and then to reflect upon the lessons that are inherent in those practices.	3
MAP809	Theories and Techniques of Counselling	This course examines the nature of the counselling relationship, different approaches to counselling and the role of the counsellor working in various settings. Topics include an overview to counselling, theoretical approaches to counselling, counselling processes and methods, ethical standards and professional issues in counselling. This course is the prerequisite for MCP818 Advanced Counselling Skills.	3
MAP810	Psychological Assessment	This course provides basic assessment training for students from both the educational psychology track and the counselling psychology track. It examines theories and methods of psychological assessment in the context of education and counselling. Critical reviews and selection of standardised tests will be discussed. The course also provides guided practice in the administration of selected, commonly used tests and in the interpretation of psychological test results. This course is the pre-requisite for MEP 813 Psychological Testing.	3

Course Code	Course Title	Description	Academic Unit
MAS812	Heritage, History and Culture	This course provides a general survey of basic issues and methods in historical investigation. It explores the intellectual framework within which history has come to be written. This objective is achieved by considering simultaneously the history of historical writing and some urgent issues in current historical theory. Applied History is the application of history to a practical issue. The skills of historical training, such as research techniques, interpretation of sources, and writing skills are used to work on problem. The issues involved range from heritage studies, community and family history, oral history, and historical interpretations in museums and tourism. In the workaday world, history is now applied in various ways by teachers, librarians, archivists, conservationists, journalists, curators, civil servants, architects and scientists, as well as amateur and professional historians. This course concerns case studies of applied history used by these occupations in the areas of public history, popular culture, local history, and museology.	3
MAS818	Social Studies and Curriculum Theory	This course is a general overview of major modern curriculum theorists and the ways in which they have influenced the development of the social studies. Debates about the meaning of curriculum and various approaches to the development and understanding of curriculum will shed light on current social studies curriculum in Singapore. Students will become familiar with processes for the development and analysis of the planned curriculum in social studies.	3
MAS843	Topics in Sustainability	This course examines topics in sustainability and sustainable development through the lens of the 3 pillar model that focuses on the interrelated factors of economy, society, and environment. This course will support revisions to the MA(HE) program required as the result of changing program expertise due to new faculty hires and pending retirements. At the same time, the course will modernize the curriculum with respect to content and emphasize the multidisciplinary nature of sustainability science. The focus on topics in sustainability (see syllabus) will also tie in with the issues-based inquiry approach that has been adopted in the Secondary Geography syllabus. By not mandating specific topics to be covered, the varied expertise of faculty members could be tapped to provide diversity within the course.	3
MAS912	Heritage, History and Culture	Students are engaged in making practical assessments of historic landscapes and examining the heritage value of historical sites and landmarks. They do a major case study of a place that they consider to be of heritage value and how their own family history relates to that place. The significance and meaning of what constitutes heritage is covered. Students consider why some historical sites and monuments and not others are regarded as essential for school field trips and tourism. The question of how the public perceives the past as it is presented in museums and in historic buildings is also analysed.	4
MAS918	Social Studies and Curriculum Theory	This course is a general overview of major modern curriculum theorists and the ways in which they have influenced the development of the social studies. Debates about the meaning of curriculum and various approaches to the development and understanding of curriculum will shed light on current social studies curriculum in Singapore. Students will become familiar with processes for the development and analysis of the planned curriculum in social studies.	4
MAS943	Topics in Sustainability	This course examines topics in sustainability and sustainable development through the lens of the Three Pillar Model that focuses on the interrelated factors of economy, society, and environment. By adopting an issues-based inquiry approach, this course will provide participants with an understanding of leading theories and practices in sustainability, enabling participants to appreciate the multidisciplinary nature of sustainability science	4
MAS981	Critical Thinking and Writing in the Humanities	This course will introduce students to the thinking and academic writing skills they need in history, geography and the social sciences and the ways these can be applied in social studies education. The ways in which arguments are constructed and presented will be studied through workshops and seminars. Students are required to play an active role in this course. The basic principles in critical thinking and writing are illustrated through practical examples prepared by students, which will become the basis for continuous assessment for the subject.	2
MCL901	Language Planning and Language Education	Language planning and language education complement each other. Language planning undergoes a stringent and comprehensive developmental process, providing recommendations to be implemented under language education. Language planning varies in different region in order to meet their respective needs, hence, resulting in the differences in language education. Understanding the relationship between language planning and language education will enable students to analyse, compare and objectively review the local language education.	4

Last Update: 3 December 2019

Course Code	Course Title	Description	Academic Unit
MCL903	The Instructional Use of Children and Young Adults' Literature in Chinese Language Teaching and Learning	As a Chinese language teacher in a primary or secondary school, it is imperative to understand the relationship between children and adults literature and pedagogies. This course will help to enhance the understanding of the applications in children and young adults literature, allowing teachers to hone their teaching pedagogies. This course will examine the instructional use of children and young adults literature in Chinese language teaching and learning.	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
MCP812	Group Dynamics and Counselling	This course examines the psychological processes underlying human interactions in groups. Current theories applicable to group work in counselling are considered. Students will be expected to develop a repertoire of skills and ideas and to develop communication skills essential to group counselling.	3
MCP812	Group Dynamics and Counselling	This course examines the psychological processes underlying human interactions in groups. Current theories applicable to group work in counselling are considered. Students will be expected to develop a repertoire of skills and ideas and to develop communication skills essential to group counselling.	3
MCP814	Counselling: Applications across Cultures	This course examines dimensions of culture that may affect the receptivity of various populations to counselling, the effectiveness of alternative approaches to counselling, training requirements and desirable personal characteristics of counsellors working in multicultural settings. The final aim is to delineate the implications of the multi-ethnic population in Singapore for evolving effective, indigenous approaches to counselling, appropriate modes of service delivery, professional development of counsellors and research on counselling in Singapore.	3
MCP815	Family and Marital Counselling	This course covers the theoretical bases as well as practical aspects in working with couples and families. Major theories for assessment and intervention including the systems, structural and ecological framework will be discussed. Various approaches, techniques and skills in clinical work with families will be examined.	3
MCP818	Advanced Counselling Skills	The pre-requisite course is MAP809 Theories and Techniques of Counselling. The aim of this course is for students to 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
MCP821	Cognition-Behavioural Management and Interventions	This course aims to provide students with a basic understanding of the theories, principles, procedure and practice of behavioural and cognitive-behavioural management. The basic assumption of the behavioural approach is that both desirable and undesirable behavior are learned and the best strategy for remediation of problem behavior is to structure the environment to reward desirable and extinguish maladaptive behavior. In the cognitive approach processes, and maladaptive behavior and emotions are changed by correcting dysfunctional beliefs and helping clients to develop new cognitive and behavioural patterns. Both approaches can be applied to a range of real life issues and problems of children, adolescents, and adults.	3
MCP822	Introduction to Play Therapy	Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour. Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Participants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.	3

Course Code	Course Title	Description	Academic Unit
MCP832	Practicum in Counselling Psychology I	Each course provides for practice in counselling. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours to obtain hands-on experiences in counselling. The first practicum may be undertaken in the NIE Psychology Clinic and the second will be undertaken in the field.	6
MCP833	Practicum in Counselling Psychology II	Each course provides for practice in counselling. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours to obtain hands-on experiences in counselling. The first practicum may be undertaken in the NIE Psychology Clinic and the second will be undertaken in the field.	6
MCT901	Curriculum: Theories and Issues	The field of curriculum is characterized by a vigorous debate and a plethora of compelling arguments. This introductory course invites participants to examine major issues and debates in the field of curriculum studies, and to bring these ideas to bear on curriculum developments in Singapore. The course is structured around the following fundamental questions: How do we understand curriculum and the work it does? What knowledge is of most worth and what should schools teach? How should this be taught and for what reasons? How does the curriculum reflect a 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
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

Course Code	Course Title	Description	Academic Unit
MCT904	Understanding Teachers and Teaching: Theory and Practice	<p>This course explores two intertwining themes: (1) Teacher as the curriculum maker, which explores from the interpretive perspective on how teachers acquire the knowledge, skills, and values in forming their identity in situated teaching practices and curriculum making. How do we understand the composition of teachers knowledge, practice, and skills in making curriculum alive? What counts as teacher quality in an era of accountability? How do teachers provide and practice leadership in curriculum making? How do teachers learn at different points in the teachers professional continuum and in different contexts? (2) Teaching as a practice, one that has been historically understood by scholars, practitioners, and policy makers from a range of theoretical perspectives. What does it mean to conceptualize teaching as a practice situated in relation to curriculum, assessment and learning? What are the many ways people have thought about teaching as a practice, and what are the consequences of those perspectives for how we understand teaching? Who can create, evaluate, and critique knowledge about teaching? The course will introduce some major frameworks that have been used to guide research, policy recommendations, and the work of teachers and teaching.</p> <p>We consider the issues of teaching and teachers in an international context, drawing on research from Singapore and other countries. Some of our texts and video materials we will use will give us repeated opportunities to consider education in China, France, Japan, and the U.S. While they dont constitute a central focus of the course, they will give us some chance for shared discussion that draws on multiple and sometimes conflicting descriptions and interpretations of teaching and teacher in a particular setting. Thus, we further pursue the context-related questions when we make the familiar strange in such an international perspective: In what ways is teaching an embedded practice that is shaped by the many contexts in which it is situated? How is learning to teach a process of entering a particular culture? What does it mean to work as a teacher in response to the discourses prevalent in globalization, and the local culture of the students and the community?</p> <p>As participants consider various perspectives to exploring these questions, they will be guided to reflect upon their own teaching practices and professional identity, with references to educational reforms in schools and classrooms.</p>	4
MCT905	Theories and Perspectives of Learning	<p>This is a reflection-intensive, peer-learning course that offers opportunities for students to interpret and discuss some of the established theories and perspectives on how people learn. It will cover ideas from behaviorism, cognitivism, constructivism, and social-constructivism through key topics such as meaning-making, verbal understanding, inquiry learning, representations of knowledge, the process of knowing, situated cognition, and learning in community.</p>	4
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

Last Update: 3 December 2019

Course Code	Course Title	Description	Academic Unit
MCT913	Differentiating Curriculum and Teaching for Diverse Learners	<p>Contemporary deliberations about the school curriculum have tended to privilege other stakeholders and marginalize students. Unless teachers are able to take seriously what students already know and believe, any innovation in curriculum or pedagogy becomes futile. All students deserve rich learning experiences. This course is designed to encourage teachers and school leaders to examine their assumptions about curriculum, teaching and learning, and to develop a critical understanding of different student learning needs in the regular classroom.</p> <p>Participants will gain an understanding of the reasons and assumptions underlying differentiation. Through the readings and discussion, participants will develop an appreciation of the diverse characteristics of students who learn at different pace as well as study a variety of curriculum options such as those of content and implementation of differentiated units and lessons that optimize learning for students.</p> <p>This course will examine ways that classrooms can effectively differentiate curriculum and teaching to address the complex challenges of meeting the diverse learning needs of students. These will include notions of culturally responsive pedagogy, and the use of technology. Participants will learn to use research-based tools to uncover students experiences and challenges with the curriculum and use curriculum design models in planning appropriate and defensible differentiated curriculum units</p>	4
MCT921	Theory and Practice of Authentic Assessment	<p>This course aims to provide participants with a sound grasp of the theoretical underpinnings of authentic assessments as well as practical skills needed for designing authentic assessments. More specifically, it aims to provide participants with 1) conceptual clarity on "authenticity"; 2) principles for designing quality authentic assessments; 3) a critical perspective of the role of authentic assessment within Singapore's educational system.</p> <p>The course will be conducted through discussions, group presentations, online forums, and hands-on activities. Participants are expected to critically appraise literature on authentic assessments and to develop an authentic assessment that will enhance the learning of their students.</p>	4

Course Code	Course Title	Description	Academic Unit
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
#REF!	#REF!	#REF!	#REF!
MCT941	Foundations in Science of Learning	This course explores the philosophical and theoretical foundations of the emerging field of the Science of Learning, paying special attention to the body of work emanating from Educational Neuroscience research. The focus of this course is on an understanding of the mechanisms of learning that can meaningfully inform and improve teaching practices and learning outcomes. This course will provide participants with the necessary broad-based understanding in philosophies and theories of educational neuroscience that can in turn facilitate translation pathways of scientific research findings towards innovative learning designs and technological tools that are relevant and useful in current learning contexts.	4
MDP902	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
MDP903	Counselling Children and Adolescents	Teachers and other helping professionals who might not have the knowledge about basic counselling concepts and skills are often at a loss when faced with children or adolescents who need psycho-social and emotional support. This course provides one with information and skills needed to do basic counselling in settings such as schools and other educational centers.	4
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

Course Code	Course Title	Description	Academic Unit
MDP905	Individual Differences and Learning	The proposed changes are a response to student feedback that the course scope be broadened. The expanded scope of content and the revised assessment modes increase flexibility within the course to better meet participants individual needs and interests. The changes also better align the course with the global literature on individual differences and strengthen its alignment with international benchmarks for similar courses. We expect that students will find the course builds their capacity to create more responsive learning environments to cater to a broader range of individual differences. We anticipate that the changes will also make the course more attractive to those who teach in non-educational settings. The changes may strengthen the competitiveness of the course and attract more applications to the MDP programme.	4
MDP906	Personality and Attitude Assessment	This course covers the non-cognitive aspects of educational assessment. Non-cognitive attributes such as attitudes, interests, and personality are important to education for the 21st century. The course complements those of cognitive assessments, to provide the breadth of knowledge for a MEd (Educational Assessment) specialist.	4
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
MDP908	Evaluation of Programs in Schools and Community Organizations	It is important that stakeholders are able to know if current programmes in schools and organisations are effective and are bringing about the intended outcomes as planned. Periodic monitoring is also important to ensure that the standard and quality of the programmes remain robust. This course is therefore designed to help practitioners learn the skills of programme evaluation to enable them to appraise educational, social and community programmes in their organisations in a scientific and systematic manner - one that is grounded in the science of programme evaluation.	4
MDP910	Theory, Research and Practice in Teaching and Learning	This course provides a detailed analysis of contemporary learning theories and practices as they relate to education. It embarks on a detailed investigation of major research in educational psychology focusing on learning cognition. Historically, the field of educational psychology gained from a series of learning theories, including behaviourism, social cognitive theory, information processing, and constructivism. In this course, these theories are examined in depth. The question, how do humans learn (effectively)? is at the heart of such theories, and participants are invited to construct and reconstruct their personal theories of learning throughout the course. However, modern day educational psychologists face questions that are considerably more varied and diverse than simply, what constitutes learning? Increasingly, they are concerned with a variety of topics, including knowledge building, the role of working memory, the importance of emotions and student well-being, encouraging innovation and critical thinking, incorporating learners with special needs, as well as engaging adult learners. In considering these topics, a common theme continues to be how psychological principles can illuminate processes of learning and teaching. This course thus considers how theory, research, and practice inform each other in order to improve the efforts of educators.	4
MDR901	Theatre Making: Theory, Practice, Pedagogy	<p>This course addresses the growing interest in the use of drama as a pedagogical tool in schools. It addresses the processes of theatre-making, as well as the theories that accompany them, as creative and engaged participants. It will consequently focus on the understanding of theoretical frames, their translation and applicability to the practice of theatre-making, and the use of such practice in the creative classroom. The course is thus suited for educators who want to develop alternative learning spaces that draw on theatre as a creative and dynamic medium. It requires students to have comprehensive knowledge of the theories introduced and to experiment with theatre as a collaborative art form, as well as participate in dialogical processes of developing a vision for theatre in relation to context and culture.</p> <p>The course will be conducted as a lecture/seminar/practical workshop that involves students in critical reading and analysis, theatre improvisations, group discussions and individual reflection. These are done as both non face-to-face and face-to-face activities.</p>	4

Last Update: 3 December 2019

Course Code	Course Title	Description	Academic Unit
MDR904	Arts-based Research	This is a new course that investigates forms of arts-based research and is structured for students doing CI route. It is also an option for those wishing to take a dissertation and explore possible arts-based research methodologies.	4
MEA901	Research and Issues in Art Education	This course examines the history of the discipline and explores various methodologies, critical theory, and resource material for art educational research. This involves techniques of scholarly and critical writing and evaluation of bibliographic sources. The intention is to assist candidates locate their own approaches to art education within the context of ideas and to understand the orientation and significance of contemporary art education theory and practice.	4
MEA904	Art Making and Aesthetic Enquiry	* To discover and observe contemporary art practices through artist studio visits * To evaluate and experiment with one's own artistic practice. * To produce a body of work through a personal artistic investigation.	4
MEC901	Child Development (0-8 years)	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 children's development across infancy, pre-school and primary school years (birth to 8 years) through the critical review of/reflection on various developmental theories, models, approaches and scholarly works.	4
MEC902	Issues and Trends in Early Childhood Education	This course aims to empower participants to explore and reflect critically on key current and historical issues and trends underpinning the developments of early childhood education (ECE), and through this, to examine and discuss how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands.	4
MEC903	Research Investigations in Early Childhood Education	This course introduces students to the research design process in early childhood related topics. This course is essential in preparing students for their dissertation and MMM800 (Critical Inquiry) course which would require them to conduct a small research study within a single semester. This course provides the necessary preparation by allowing students to craft a coherent research design gathering literature, sifting through theories, identifying a focused topic and honing in on the study's purpose as well as selecting the specific research methodology for their study which is centered in the early years and commonly used in early childhood education.	4
MEC904	Assessment in Early Childhood Education	Assessment has become an important aspect in the early years as teachers need to document and provide evidence of children's learning to various stakeholders such as parents and government authorities. In this course, participants will examine discourses and issues in assessment in early childhood (0-8 years old), and critically evaluate and (re-)design the assessment framework and related practices at a particular setting.	4
MEC907	Diversity in Early Childhood Education	Early Childhood (EC) classrooms in Singapore are becoming more and more diverse in nature. Teachers need to learn to work with children and families from different cultures and backgrounds. This course will introduce participants to the concepts of diversity and social justice in the early years. Participants will learn the importance of being aware as well as acquiring the necessary knowledge, skills, attitude, experience and dispositions to develop a personal pedagogy which promotes diversity and social justice to work with young children in EC classrooms. They will also learn the importance of promoting children's voices in research, practice and policy in the field of early childhood care and education (ECCE).	4

Course Code	Course Title	Description	Academic Unit
MEC908	Early Intervention	<p>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 students reading the MAAP in January 2016.</p> <p>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.</p> <p>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.</p> <p>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.</p>	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED901	Academic Writing for Postgraduate Students	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.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MEL901	Language and Literature Education	Historically, literature and language have not been dichotomous terms. Literature as a concept emerged in the fourteenth century and its latin root is littera denoting a letter of the alphabet. In this sense literature was tied to literacy or, more specifically, the ability to read. It was only later that literature became connected to the concept of taste involving the ability to read particular kinds of text and the discipline emerged in distinction from fields of language and linguistics. In this course, we seek to examine historically the disciplinary schism between English language and English literature and explore socio-cultural, linguistic and textual theories advocating an integrated approach to English language teaching. In the process, we aim to problematize the dichotomies between reading and writing, literacy and literariness, the functional and the aesthetic.	4
MEL902	Analyzing Literature and Language	This course introduces participants to the study and analysis of styles in canonical and non-canonical literary texts, as well as other similarly creative texts such as advertisements, using fundamental linguistic and literary tools. It is an interdisciplinary course spanning the borders of English language and English literature, which are presently framed in the school curriculum as two subjects even though they are mutually constitutive fields of inquiry. As education expands globally and exponentially, it is imperative that both language teachers and literature teachers promote learners who are able to systematically identify and critically evaluate or appreciate the qualities of language used for particular effects in a plethora of creative texts which exist around them. Participants in this course will have opportunities to examine and describe the forms of texts, interpret their communicative functions and offer evaluations of the textual effects created, supported by language-based evidence.	4
MEL913	Materials Design and Development	The course will deal with principles and techniques in the evaluation, adaptation and development of English language teaching-learning materials for school-age learners. It will prepare students to understand the principles of materials design and think about the place of materials in course planning and teachers role in evaluating and adapting published materials, and selecting and designing supplementary materials. Systematic procedures for materials evaluation will be introduced and students will source, analyse and consider how to exploit supplementary materials that fulfill curricular objectives. Finally, since it is essential that teachers know how to design materials, students will be guided to develop their own materials for the teaching of language systems and skills, and for the promotion of higher-order thinking skills. Concepts such as differentiation, interdisciplinarity and learner involvement in materials selection and creation will be discussed.	4

Course Code	Course Title	Description	Academic Unit
MEL917	Teaching Grammar and Writing	This course introduces participants to contemporary approaches to teaching writing and contextualised functional models for teaching grammar. Participants will also develop principles and procedures for evaluating current practices in the teaching of grammar and writing.	4
MEL918	Reading in a Multimodal Age	This course aims to introduce participants to various theories in the teaching of reading from early to adolescent literacy. Students will explore skills-based instruction and constructivist approaches, cognitive and sociocultural theories of reading, and discuss the implications of these ways of thinking for their classroom teaching and assessment. Furthermore, students will explore what it means to read in a multimodal age, and examine the reading and viewing of visual and other multimodal texts.	4
MEL923	Literary Theory and Teaching	Central to this course are questions of power and identity in relation to the aims and outcomes of education. How are different critical approaches to literary criticism implicated in the ethics and politics of schooling? What ideological orientations underpin different modern and postmodern approaches to literary criticism? What kinds of subjectivities are privileged and/or marginalized in each of these approaches? How might critical engagements with the theory and practice of literature education inform and even reform teachers pedagogical practices in the classroom? To what extent might an understanding of critical theory call for a redefinition of the desired outcomes of literature education in Singapore?	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
MEM831	Quantitative Research Methods	This course provides a variety of methods applicable to the educational management setting. It is designed for participants who have limited knowledge of research methods and provides basic understanding of what research is about, including definitions and meanings of keywords such as hypothesis, theory, variables, and constructs. The various sampling procedures will be introduced, and this will be related to the understanding of research validity, both internal and external. Research designs covered will include pre-experimental and experimental designs, quasi-experimental designs, as well as the correlational and factorial designs. Hypothesis testing will include parametric tests such as t-tests and ANOVA and some nonparametric tests such as the chi-square test.	3
MEM832	Qualitative Research Methods	This course seeks to cultivate and nurture skills of observation and interviewing, which are essential for the holistic and contextual analysis of social and psychological processes in natural settings. The primary purpose is to facilitate the ability to carry out field action research in the style, form and discipline of anthropological, phenomenological and naturalistic inquiry. In addition, the skills of analysis of qualitative data and the capability to prepare instruments for testing generalizations or confirming transferability in small and contrasting settings are emphasized. The ultimate application of these skills is the enrichment of the knowledge base for those aspects of learning, teaching, leading and managing classrooms, schools and cyber space.	3
MEM846	Servant Leadership in the Civil Service Systems	<p>Examining the essence of servant leadership is one of the key areas in research. The applications of such findings to the civil service systems are significant because the effectiveness of departmental leaders relies much on the leaders understanding and embodying the spirit and principles of serving as servants in the leading practice.</p> <p>In the modern and developed civil service systems, leader possesses the commanding authority as they assume the positional power; and they can be demanding in requiring the staff to get the work done. While these are the major components in organizational leadership and closely related to the leaders personal characteristics and leading styles, the drive to serve and willingness to be servants providing what staff members need in their work are also integral aspects in leadership effectiveness. Are the people, when becoming leaders (as people of worth, a Confucian perspective), possessing more worthiness than before, or are they (as supporters, a Taoist perspective) having more opportunities to serve others? Divergent philosophical perspectives in the Chinese culture form different leading styles because a leader holding one dominating philosophy will have intentions and habits quite different from the other. Hence there exists a necessity to study the original meanings of serving, civil, quality service, to trace the origins of civil service, and to find the intrinsic values of serving the people.</p>	3

Last Update: 3 December 2019

Course Code	Course Title	Description	Academic Unit
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
MEM911	Servant Leadership	Examining the essence of servant leadership is one of the key areas in research. The applications of such research findings to the civil service systems are significant because the effectiveness of departmental leaders relies much on the leaders understanding and embodying the spirit and principles of serving as servants in their leading practice. Organizational leaders possess the commanding authority as they assume the positional power; and they can be demanding in requiring the staff to get the work done. While these are the major components in organizational leadership and closely related to the leaders personal characteristics and leading styles, the drive to serve and the willingness to be servants providing what staff members need in their work are also integral aspects in leadership effectiveness. Philosophical perspectives from the west, e.g., Greenleaf and Senge, and from the east, e.g., the Chinese classics are discussed for students to gain insights of service as a value. The behavioral aspects of such leaders who are servants first are also discussed, for students to understand servant leadership as a style.	4
MEM931	Research Methods in Education	This course introduces research methods applied in doing educational research. It will include quantitative, qualitative, and mixed methods research approach. The rigor or quality of research is highlighted, potential threats to research quality are analyzed, and strategies for doing rigorous research are discussed. Participants will learn how to choose research methods in order to achieve the purpose of a research study. They will learn the process of doing research, various research designs and data analysis techniques. Participants will also be provided actual experience in reading and evaluating research papers as well as designing their own research.	4
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
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

Last Update: 3 December 2019

Course Code	Course Title	Description	Academic Unit
MEP820	Psychoeducational Interventions for Special Needs	This course gives an overview of the nature and range of Special Educational needs of children and adolescents, how these can be identified and assessed. Types of assessment methods include psychometric assessment, screening, curriculum-based assessment, task analysis and observation methods. The course will examine the role of the Educational Psychologist in working with children with special needs, their teachers and parents. It will also discuss issues and problems related to meeting Special Educational Needs of children and adolescents.	3
MEP821	Cognitive Behavioural Management and Interventions	The pre-requisite course is MAP809 Theories and Techniques of Counselling. This course aims to provide students with a basic understanding of the theories, principles, procedures and practice of behavioural and cognitive-behavioural management. The basic assumption of the behavioural approach is that both desirable and undesirable behaviour are learned and the best strategy for remediation of problem behaviour is to structure the environment to reward desirable behaviour and extinguish maladaptive behaviour. In the cognitive approach, behaviour and emotions are viewed as resulting from cognitive processes and maladaptive behaviour and emotions are changed by correcting dysfunctional beliefs and helping clients to develop new cognitive and behavioural patterns. Both approaches can be applied to a range of real-life issues and problems of children, adolescents, and adults.	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
MEP823	Learning Disabilities	This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges. It introduces students to the nature and cause of learning disabilities, and their assessment and intervention. It will also examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field.	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
MEP825	Introduction to Play Therapy	<p>Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour.</p> <p>Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Participants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.</p>	3
MEP832	Practicum in Educational Psychology I	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	6
MEP833	Practicum in Educational Psychology II	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	6

Last Update: 3 December 2019

Course Code	Course Title	Description	Academic Unit
MES815	Sports Biomechanics	This course provides a detailed mechanical analysis of sporting actions through lecture and laboratory based work. High-speed video techniques and dynamometry will be used to collect kinematic and kinetic data to allow the determination of joint forces and muscular actions responsible for the production of movement. Data will also be used for the optimisation and simulation of sporting actions.	3
MES819	Special Topics	It is not unusual for the School to have the benefit of visiting professors and senior fellows from Universities across the world. This faculty has expertise in a variety of disciplines, which complement the strategic objectives of the school. This course would, therefore, represent and opportunity for our students to undertake advanced study in a course with global applications to the world of sport.	3
MES821	Developmental Supervision for Physical Educators	Check with AG	3
MES900	Research Methods in Exercise and Sport Studies	<p>This course will equip students with an overview of research methods relevant for exercise and sport studies. Topics covered include: approaches/perspectives in research methodologies, critical thinking, communication of research, ethics in research, quantitative methods, qualitative approaches, and advances in research methodologies.</p> <p>Primarily, students will learn about the implications of research methods through multiple mini-research projects. A mix of face-to-face interactions, online learning and group work is implemented in this module.</p> <p>By the end of the module, the student will be able to: Articulate what research methods is about comprehensively. Demonstrate critical thinking necessary for producing and consuming research. Produce prototypes of qualitative and quantitative research. Make an ethics application (IRB) Demonstrate grasp of contemporary issues in research methods.</p>	4
MES901	Integrative Project	<p>This course will equip students with an advanced level understanding on research methods and critical inquiry. Topics covered include: science knowledge, scientific research an inquiry, scientific writing, and scientific presentation.</p> <p>Students will carry out a small research project, integrating skills and knowledge gathered over the MSc ESS programme. The deliverables are a research paper and a presentation.</p>	2
MES902	Adapted Physical Activity & Sports	Individuals with special needs, like everyone else, need to be involved in regular physical and sporting activities. They can, and should, be equipped with the necessary skills and knowledge to participate in modified and/or regular games and sporting events. This course introduces students to the area of adapted physical activity/education and to the diverse disability conditions affecting individuals. There will be opportunities for hands-on practical sessions to explore different adaptations (equipment, rules, and instructions) and types of adapted physical activities sports that can cater to the needs of individuals with special needs.	4
MES904	Biomechanics of Sport and Exercise	<p>This course will equip students with an advanced level understanding of biomechanics. Topics covered include: kinematics, kinetics, biomechanical instrumentation, data acquisition, data processing and interpretation, and research approaches in biomechanics.</p> <p>Students will perform laboratory work using state-of-the-art equipment, alongside lectures and tutorials. Students will also get an opportunity on a practical problem as part of the research experience. A mix of face-to-face interactions, online learning and group work is implemented in this module. It is intended that students be guided to holistically integrate the knowledge presented throughout the module.</p>	4

Course Code	Course Title	Description	Academic Unit
MES908	Mentoring for Physical Educators and Sports Practitioners	This course seeks to provide the foundation for experienced physical education practitioners and sports coaches to serve as mentors. It is designed to support both practicing educators and coaches who are currently working as mentors/coaches and those who hope to take on the role in the future. Grounded in research and practice, the course emphasizes data-based, collaborative inquiry and conversation techniques, importance of reflections, actionable feedback and planning to promote a mentors instructional practice and ability to use assessment to drive teaching and coaching. Course participants will also be familiarised with the relevant teaching and coaching standards, appropriate curriculum content, influence of curriculum models and frameworks, and impact of technology and systematic observation tools to facilitate their mentoring practices.	4
MHA904	Critical and Creative Thinking for High Ability Learners	The course aims to prepare teachers for the challenges of developing thinking dispositions in students and developing classes into thinking communities. It builds an understanding of creative and critical thinking processes in highly creative and intellectually gifted learners. It promotes pedagogy that is informed by whole brain research and functioning. Other than examining the 4Ps in creativitythe person, process, product and press, it will discuss the intricacies of the creative-problem solving process and what constitutes a creative product. The development of higher-order analytical thinking, logical thinking, perception, imagination and discovery will be included in discussions. Research on the effectiveness of the use of different models of instruction that promote critical and creative thinking is explored for possible applications.	4
MHA905	Issues, Policies and Trends in High Ability Studies	Contemporary issues with regard to formal programming for the gifted; equity issues and the needs of gifted children, including the gifted from disadvantaged home background will be explored. Significant longitudinal studies, current research and future possibilities in the study of highly intellectual and creative students will be examined in view of application of research to practice. Policies on programming that includes Individual Education Plans, acceleration for the extremely precocious in the form of grade-skipping, curriculum compacting, early admission to college will be analyzed. The rights and responsibilities of gifted children and adults in the context of local and global communities will be discussed as well.	4
MID806	Training Methods and Strategies	The course will familiarise participants with various training methods such as role-playing, simulation, cooperative and collaborative learning, group discussion, gaming, lecture presentation, and technology-based training methods. The pedagogical principles behind each training method and the pros and cons of each method will be analysed and discussed.	3
MID842	Multimedia Design	Computer-based instruction allows the possibility of delivering lessons to students which employ multiple information representation modes (text, graphics, sounds, etc.) within a non-linear structure and different forms of learner interactions. This course explores the major conceptual, theoretical, and empirical bases for the creation of multimodal learning environments. A particular focus will be given to information design and representation, developing interactive sequences and temporal displays of concepts.	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

Last Update: 3 December 2019

Course Code	Course Title	Description	Academic Unit
MID901	Instructional Design Models and Practices	In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.	4
MID906	Training Methods and Strategies	Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. This course aims to provide conceptual understanding of the theoretical underpinnings of selected training / instructional methods and strategies. It aims to provide opportunities for students to explore concrete training / instructional design theories and to design appropriate strategies and / or activities to achieve the instructional objectives.	4
MID941	Evaluation Models and Methods	<p>This is a core course for MAIDT program. Program evaluation is important for instructional design as it 1) helps determine the merit and worth of an instructional package, and 2) helps identify the strength and area for improvement to assist decision making and program development.</p> <p>This course is intended to provide students with an understanding and awareness of the basic philosophical, procedural, and technical aspects of evaluation. The primary goal is to help students achieve a level of basic knowledge and skills in the application of acceptable and efficient models to the evaluation of programs. Students will systematically design an evaluation plan as the final project for the course.</p>	4
MID942	Multimedia Design	Computer-based instruction allows the possibility of delivering lessons to students that employ multiple information modes (text, graphics, sounds, etc.) within a non-linear structure, which collectively falls under the rubric Multimedia. This subject covers the following areas: screen design, the use of media, learner control, navigation, and metaphor.	4
MID945	Capstone Project for Instructional Design	<p>This is a Core Course for MAIDT students doing the All-coursework option. Instructional designers are involved in training development activities related to one or more areas in the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) process. In this capstone project, students select an area of focus from following options to complete a workplace project. The options are to:</p> <ol style="list-style-type: none"> 1) Conduct a Needs Analysis. The project deliverable will be a Needs Analysis report (6,000 words maximum, excluding references and appendices) summarizing the data collected, its analysis as well as recommendations for training interventions; 2) Develop an Instructional Package: The project deliverable will be an implementable instructional package (comprises lesson plan, paper-based and/or online lesson materials, and instructor guide) as well as a Design Document (3,000 words maximum, excluding references and appendices) explaining the rationalization of the package. 3) Conduct a Programme Evaluation: The project deliverable will be an Evaluation Report (6,000 words maximum, excluding reference and appendices) summarizing the evaluation instruments used, data collection methods, data analysis as well as the recommendations for programme improvement. <p>The project can be based on performance problems from the students workplace or organizations that students have approved access to. In each option, students need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the MAIDT programme can be used to address these performance problems. Throughout the process, students will be assigned to supervisors who will serve as mentors for the project.</p>	4

Course Code	Course Title	Description	Academic Unit
MLS900	Science Communication	It is important for Science to be communicated effectively across all levels, given its large impact on society and vice versa. All science professionals, whether they are in education, research or industry, will need to engage different audiences in science communication at various points in their work. It is therefore essential for them to be equipped with the knowledge and skills to evaluate scientific information and communicate it using audience-appropriate styles and platforms. Given its high relevance and wide applicability in the science-rich workplaces for graduates from the MSc (Life Sciences) programme, Science Communication is proposed as a core course for all students in the programme.	4
MLS921	Critical Inquiry (Chemistry)	This is a compulsory experimental course offered to MLS (Chemistry) participants to enable them to solve real life problems. This course will enable participants to enhance their higher order thinking skills like critical thinking and problem solving; and apply chemistry knowledge through the use of the scientific inquiry approach to solve related chemical problems. Experimental techniques and relevant instrumentation related to different areas of chemistry will be introduced. This course will be taught by a team of chemists with different backgrounds and participants will benefit from the diverse range of topics and ideas presented.	2
MLS924	Materials Chemistry	Materials chemistry involves studying the relationship between structures and properties of materials. The following important major materials will be discussed in-depth in this course: metals, ceramics, glass, polymers and composites. The structure, physicochemical property, application relationship of these materials will be discussed and highlighted in the context of material properties and structural elements. Cross-disciplinary aspects of materials chemistry will be emphasized throughout this course by linking other scientific disciplines such as nanotechnology, colloidal science, biomedicine and engineering. This course will be taught by a team of chemists with different backgrounds and students will benefit from the diverse range of topics and ideas presented.	4
MLS941	Critical Inquiry (Clean Energy Physics)	This is a compulsory course offered to participants of Clean Energy Physics who are enrolled in the complete coursework route. Participants in this course will acquire experimental skills/techniques which are specific to Clean Energy Physics Specialisation. This course will enable participants to enhance their higher order thinking skills like critical thinking, problem solving, and application of knowledge through the use of the science Inquiry approach to solve clean energy related problems.	2
MLS946	Physical Methods for the Analysis of Energy Materials	The amount of information that can be derived from an examination of any material depends ultimately on how fine a probe is used. The wavelength of X-rays in the region of 0.1 nm would be an excellent probe. Modern scanning techniques are able to probe down to the nanometer scale lengths as well. X-ray diffraction (XRD), Fourier Transform Infrared Spectroscopy, Raman spectroscopy and X-ray photoelectron Spectroscopy are useful for the studies of molecular structure. The electron microscope is also widely used for high resolution work in studying cellular ultrastructure. Transmission and scanning electron microscopies (TEM and SEM) are normally used to investigate the 3-dimensional pattern of advance nanostructured materials. To identify the various elements especially, the energy dispersive x-ray fluorescence (EDXRF) spectroscopy is an excellent tool. This course will survey a wide range of modern and traditional characterization techniques with emphasis on techniques which are useful in current research laboratories. Participants will have the opportunity to learn to operate selected characterization instruments in this course.	4
MLS964	Global Environmental Change and Vulnerable Ecosystems	Accelerated change in the environment on a global scale has been observed in the Anthropocene. The drivers of these global scale changes are attributed to human activities that relate to an unsustainable rate of development. Natural ecosystems (both terrestrial and aquatic) are impacted by environmental change, particularly when the scale and intensity of change exceeds the natural resilience and tolerance states of these ecosystems. It is important to be able to monitor and understand the impacts of environmental change to whole systems, especially vulnerable tropical ecosystems which largely support more than half of the earths human populations. This course aims to look at global environmental change and their impacts on vulnerable ecosystems from a scientific perspective, utilising state of the science technologies and newly developing knowledge. The course will be delivered as a practice-based field-orientated programme, which will have an overseas field component.	4

Course Code	Course Title	Description	Academic Unit
MLT803	Technologies as Cognitive Tools	One of the effective ways of using technologies to learn is to use technologies as cognitive tools (or called mindtools). Students use cognitive tools to construct personal meaning, thus engage in critical, creative, and complex thinking. Cognitive tools act as intellectual partners that the students learn with, rather than the traditional computer-assisted instruction where students learn from computers. Examples of cognitive tools include concept mapping tools, and collaborative learning tools. In this course, participants will be introduced to the underpinning learning theories and practical considerations for the use of cognitive tools. At the end of the course, participants should be able to use some of the tools for their teaching and learning. Participants are expected to engage in critical thinking and collaborative learning in this course.	3
MLT903	Technologies as Cognitive Tools	Topics include: * Definition of cognitive tool and reasons for using technology as cognitive tools * Classification of cognitive tools and research * Concept of affordances * Use of web 2.0 tools as cognitive tools * Theoretical underpinning of concept/mind mapping tools * Theoretical underpinning of computer supported collaborative learning (CSCL) * Affordances of CSCL tools for teaching and learning	4
MLT906	Design of Technology-mediated Learning Environments	The pervasiveness of technology is taken for granted in the new information age. Technology-mediated learning, whether using the Internet, using social media, or via mobile devices, are increasingly adopted. However, uninformed and uncritical uses of emerging technologies are often observed. This course aims to equip students with solid theoretical bases for making compelling design decisions with respect to technology-mediated learning environments in order to increase students cognitive engagement, learning experiences, and learning outcomes. This course will first discuss the issues that underpin traditional approaches to learning. Second, it will broaden students exposure to new learning theories, models, and design principles that can guide them through the design, development, and evaluation of technology-mediated learning environments. Third, this course will elaborate on the key design components of a technology-mediated learning environment, which include pedagogical design, social design, and technical design.	4
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
MME913	Algebra and the Teaching of Algebra	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of algebra and its teaching: (1) build the participants knowledge of the mathematics subject matter; (2) develop the participants competencies in conducting educational research. In addition, the course also addresses teachers and students misconceptions in the learning of algebra in support of another programme objective of providing participants with knowledge related to specific ideas in mathematics education.	4
MME917	Problem Solving and the Teaching of Problem Solving	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of mathematical problem solving and its teaching: (1) provide participants with the knowledge and skills related to specific ideas in mathematics education; (2) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom. In addition, the course also serves to develop the participants critical, reflective, and creative thinking when solving mathematics problems.	4
MML902	Critical and Creative Thinking to Enhance Learning	Critical and creative thinking skills are important components of education. Singapore education places these skills as prerequisites which must be acquired by learners in order to prepare them to face the challenges of the 21st century and beyond. This course invites teachers/the participants to revisit and update themselves with the latest development in critical and creative thinking theories, to plan and apply creative teaching pedagogies that will enhance pupils learning.	4

Course Code	Course Title	Description	Academic Unit
MML913	Critical Approaches to Language	This course provides a discussion of what critical has come to mean in applied linguistics and educational research, and what it might mean for language teaching and learning. It explores the interconnection between critical language awareness, critical literacy and critical discourse analysis for use as frameworks for the study of how power and ideology permeate social and discursive practices in schools and in other domains such as politics and media. Participants will have the opportunity to apply concepts and analytic tools to uncover evaluative assumptions about languages, speakers and communities, as well as instruments of differentiation in oral and written texts.	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
MPM901	Assessment Principles and Methods	A foundational knowledge of measurement and assessment in education is requisite to the MEd (Educational Assessment) specialization. This course introduces participants to the general process of educational assessment and the key concepts, principles, and techniques of assessment.	4
MPM904	Attitude Measurement and Personality Assessment	This course covers the non-cognitive aspects of educational assessment. Non-cognitive attributes such as attitudes, interests, and personality are important to education for the 21st century. The course complements those of cognitive assessments, to provide the breadth of knowledge for a MEd (Educational Assessment) graduate.	4
MPM905	Programme Evaluation	It is important that stakeholders are able to know if current programmes in schools and organisations are effective and are bringing about the intended outcomes as planned. Periodic monitoring is also important to ensure that the standard and quality of the programmes remain robust. This course is therefore designed to help practitioners learn the skills of programme evaluation to enable them to appraise educational, social and community programmes in their organisations in a scientific and systematic manner - one that is grounded in the science of programme evaluation. As a specialisation elective, the course caters to the interested MEd (Educational Assessment) student.	4
MPM907	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
MPM909	Elementary Statistics for Education	This course provides the MEd (Educational Assessment) graduate student with the skills and understanding of elementary statistics and their applications in the social and behavioural sciences. Basic statistical literacy is required in a critical reading of research literature and in conducting sound research. It is essential knowledge for a MEd(Educational Assessment) graduate working in the field of educational measurement and evaluation	4
MPM910	Multivariate Statistics	This course is designed for higher degree students who want to apply different multivariate statistical methods into applied fields such as educational measurement, experimental/quasi-experimental studies and correlational studies. The students will get hands-on experience in running SPSS and AMOS to analyze data.	4
MPS901	Curriculum: Theories and Issues	The field of curriculum is characterized by a vigorous debate and a plethora of compelling arguments. This introductory course invites participants to examine major issues and debates in the field of curriculum studies, and to bring these ideas to bear on curriculum developments in Singapore. The course is structured around the following fundamental questions: How do we understand curriculum and the work it does? What knowledge is of most worth and what should schools teach? How should this be taught and for what reasons? How does the curriculum reflect a societys understandings of its past as well as visions and aspirations? Participants will be introduced to historical development, socio-economic assumptions, challenges of globalization and the implications of these and other factors on curricular reforms. As participants consider various approaches to exploring these questions, these insights will also guide their study of key curriculum issues in Singapore. The latter include the purposes of education, selection and organization of knowledge, access to knowledge, and methods of delivery in an increasingly global context. These analyses will be done in relation to both theory and practice, and with references to implementation issues in schools and classrooms.	4
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

Course Code	Course Title	Description	Academic Unit
MPS903	Technologies as Cognitive Tools	Topics include: * Definition of cognitive tool and reasons for using technology as cognitive tools * Classification of cognitive tools and research * Concept of affordances * Use of web 2.0 tools as cognitive tools * Theoretical underpinning of concept/mind mapping tools * Theoretical underpinning of computer supported collaborative learning (CSCL) * Affordances of CSCL tools for teaching and learning	4
MPS904	Assessment Principles and Methods	A foundational knowledge of measurement and assessment in education is requisite to the MED (Educational Assessment) specialization. This course introduces participants to the general process of educational assessment and the key concepts, principles, and techniques of assessment.	4
MPS907	Popular Culture and ICT in Music Education	This course consists of two main components. Firstly, it examines the development and practice of popular musics through practical sessions and critical review, and explores fundamental concepts and issues on their applications and implications in the music classroom. Secondly, it provides a theoretical basis for developing music curriculum and pedagogy for schools by examining ways in which ICT is used in music and music education. * Popular musics and their significance in music education. * Development of popular musics from its Anglo-American Roots; development of vernacular pop musics in Asia such as J pop, K pop, Bhagra, Mat-Rok and Canto-Mando pop. * Exploring musical genres: Rhythm Blues, Funk, Soul, Blues, Rock Roll, Rock, Fusion Rock, Heavy Metal and standard Top 40s pop and media music charts. * Learning to Perform in a real music setting; practical sessions on the basic techniques of various pop instruments. * Popular music pedagogical practices and their applications in the music classroom. * Theoretical survey of ICT applications and platforms and their practical applications in music teaching and learning.	4
MPS908	Learning Disabilities	This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges.	4
MSC901	Foundations of Science & Science Education	This course provides an overview of the theoretical and research traditions in science education. It discusses the nature of science from historical, philosophical and sociological views of science, and introduces three dominant perspectives in science educational research: constructivist, sociocultural and critical. Participants will learn about the intellectual roots and assumptions of each perspective, understand their respective research goals and methods, and evaluate their views on improving science teaching and learning. Empirical studies that adopt these perspectives will also be examined and discussed. Above all, this course will prepare participants to appreciate the role of theories in science education and make connections between theories, research and classroom practices.	4
MSC908	STEM Education History, Policies, and Research Trends	This course provides an overview of the history of STEM education, including the emergence of STEM and STEM education in the US and its development in other regions, such as Europe and Asia. STEM education policies in selected countries, including Singapore, will be examined and discussed. Empirical studies will be analyzed and discussed to highlight trends in STEM education research. Differences in interpretation of STEM education will be highlighted in light of the STEM education policies and research discussed.	4
MSE901	Issues and Trends in Special Education	This introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build ones personal opinions or perhaps even question or change ones opinions about the education of children and adolescents with special needs. The course will provide participants with an understanding of special education in both international and local context, and highlight varied viewpoint relating to issues such as inclusion, accommodation of students with special needs, and the application of evidence-bases practices.	4

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MSE901	Issues and Trends in Special Education	<p>This introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build ones personal opinions or perhaps even question or change ones opinions about the education of children and adolescents with special needs.</p> <p>The course will provide participants with an understanding of special education in both international and local context, and highlight varied viewpoint relating to issues such as inclusion, accommodation of students with special needs, and the application of evidence-bases practices.</p>	4
MSE911	Learning Disabilities	<p>This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges.</p>	4
MSE912	Early Intervention	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	4
MSE914	Intervention Research in Special Education	<p>This course is designed to provide an overview of intervention research in the field of special education. Participants will be introduced to the single-case research that is commonly used to evaluate the effectiveness of interventions with individuals with disabilities. With the knowledge gained, participants will be able to better understand single-case research studies published in special education and psychology journals. This course will also prepare participants to plan intervention research within school settings.</p>	4
MSM800	Mathematical Inquiry	<p>This capstone subject requires the candidates to identify a mathematics problem to focus on and to read relevant mathematics research papers. The candidate would be required to simplify, construct or reconstruct some mathematics proofs or results under the supervision of a mathematician. A short written report is to be submitted at the end of the module.</p>	3
MSM810	Advanced Calculus and Applications for Educators	<p>This module consists of two parts: advanced concepts in differential and integral calculus, and their applications in ordinary differential equations. The module will provide school educators with opportunities to link skills and knowledge in higher mathematics to related topics in mathematics at secondary and Pre-University levels. Material to be covered will be selected from topics such as functions and limits, derivatives and integrals, partial derivatives and multiple integrals, vector calculus, and solutions and applications of ordinary differential equations.</p>	3
MSM814	Statistical Reasoning for Educators	<p>This module aims to develop an understanding of the statistical reasoning underlying important key concepts in the school probability and statistics curriculum, and extend the knowledge beyond school level in both theory and applications. Topics will be selected from exploratory data analysis, probability, statistical inference and modeling.</p>	3
MSM822	Functional Analysis	<p>Banach spaces, examples, fixed point theorem. Linear operators, representation of functionals. Selected topics in function spaces, norm topology and geometry of Banach spaces.</p>	3
MSM827	Statistical Methods	<p>Selected topics from statistical methods. e.g., regression models, design of experiment, time series, multivariate methods.</p>	3
MSM829	Directed Graphs: Theory, Algorithm and Applications	<p>Digraphs, Connectivity, Tournaments, Orientations, Algorithmic Aspects; Distances in digraphs: Structure of shortest paths, Algorithms for finding distances, Minimum diameter orientations, Kings in digraphs, applications; Flows in networks: Flow decompositions, the residual network, the maximum flow problem, applications of flows.</p>	3

Course Code	Course Title	Description	Academic Unit
MSM831	Differential Geometry	Selected topics from differentiable manifolds, tangent spaces and vector fields, differential forms, Stokes theorem, Frenet formulae, quadratic forms on surfaces, and the Gauss-Bonnet theorems.	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
MSM910	Calculus and Analysis for Educators	<p>Calculus is the mathematical study of continuous change. Its importance is witnessed by its ubiquitous uses in science, engineering and economics. Whence, Calculus has long become part of modern mathematics education a course in calculus is a gateway to more advanced courses in mathematics. In Singapore secondary schools and junior colleges, both differential and integral calculus are topics in the Additional Mathematics and H2 Mathematics syllabi. While learners of calculus, at this level, are only expected to be conversant with the algebraic processes of differentiation and integration and some simple applications, their teachers must possess a deep understanding of the two fundamental principles that underpin the central ideas of calculus, that of functions and limits. The rationale of this course is to equip teachers of calculus with rigorous understanding of:</p> <ul style="list-style-type: none"> functions and their properties; concept of limits; concepts of differentiation and integration; applications of differential and integral calculus based on first principles, e.g., maximization/minimization problems, elemental strip, disc and shell methods, simple ordinary differential equations. <p>This course aims to equip calculus teachers with a rigorous understanding of important pre-calculus and calculus concepts by making an intentional link with those concepts taught in school calculus.</p>	4
MSM914	Statistical Theory for Educators	<p>This course aims to develop an understanding of the statistical theory underlying important key concepts in the school probability and statistics curriculum, and extend the knowledge beyond school level in both theory and applications. Topics will be selected from exploratory data analysis, probability distributions, statistical inference and simple regression.</p> <p>These are some questions that a statistics educator may ponder when teaching z-test and t-test. Answers to these and other higher-order questions require a good understanding of the underlying statistical theory, and this course can help to bridge the gap in understanding.</p>	4

Course Code	Course Title	Description	Academic Unit
MSM924	Euclidean and non-Euclidean Geometry	<p>Geometry is one of the most fundamental and important topics in mathematics. The modern Euclidean geometry was built as an axiomatic system. Most learners of geometry do not have the opportunity to learn geometry from the axiomatic approach and as a result, they do not have a clear view of the hierarchical structure of geometry. Because of this, they do not know the correct definitions of many of the basic geometric concepts (they may take an equivalent condition as the definition) and are not clear which results/theorems are dependent on which other results/theorems which sometimes lead to circular reasoning. This course will present a complete rigorous axiomatic system of Euclidean plane geometry and present the rigorous definitions of all the fundamental geometric concepts. The proofs of the fundamental theorems, equivalence of triangle congruency/similarity tests will be given. Non-Euclidean geometries will also be briefly introduced.</p> <p>This course presents a complete axiomatic system for Euclidean geometry. By taking this course, students will gain a clear picture of the whole hierarchical structure of geometry. They will learn the rigorous definitions of the fundamental geometry concepts, such as angles, triangles, rays, congruent/similar triangles. They will also learn the formal proofs of the fundamental results in geometry, such as the equivalence of various different triangle congruency (similarity) tests, Angle Sum Theorem and Exterior Angle Theorem as well as the Midpoint theorem. The course will also cover briefly the non-Euclidean geometries so that students can see the major difference among the different types of geometries</p>	4
MSM925	Contemporary Topics in Analysis, Geometry and Topology	<p>The advancement of Mathematics, whether Pure or Applied, is fast-paced and constantly taking place. Mathematics educators in particular must keep themselves abreast with the recent development in both the theory and application of modern mathematics. Because modern mathematics is multi-faceted and often inter-disciplinary, a course covering contemporary topics in Analysis, Geometry and topology is ever so important in conveying this very nature of mathematics in relation to other disciplines, e.g., computer science, economics, financial mathematics, biology, physics, chemistry, engineering, etc. The significance of this course is to bring to attention that Mathematics, the Queen of all sciences, is still as relevant in the present as it was in the past; even more so it holds great promises for the future.</p> <p>This course creates the golden opportunity for specialists in the more exoteric topics or fields of mathematics to share with mathematics educators the cutting edge developments and applications of modern mathematics, with particular focus in the areas related to analysis, geometry and/or topology. It is aimed that mathematics educators have a glimpse of interesting real-life applications of certain fields of mathematics that do not fit exactly into any of existing courses within the strand.</p>	4
MSM942	Algorithms and Applications in Graph Theory	<p>An algorithm is any well-defined computational procedure that takes some value, or set of values, as input and produces some value, or set of values as output. Algorithms are very important in most scientific disciplines, especially in computer sciences. Algorithms are widely applied in graph theory to search for some special subgraphs or to determine some parameters of graphs or to be used for proving some open problems.</p> <p>This course is aimed at providing mathematics educators a first encounter with the notion of algorithms from their most generic form to the more specific one applied in graph theory. Real-life applications of graphs will be introduced in this course, hence providing mathematics educators opportunities to be acquainted with problems in real-life contexts.</p>	4

Course Code	Course Title	Description	Academic Unit
MSM961	Multiple Linear Regression	<p>Multiple regression has been widely used in many disciplines. It provides a powerful tool to examine how multiple independent variables are related to a dependent variable and uses the obtained information to make predictions on new data. Successful applications of the methods require a sound understanding of the theory. This course helps our graduate students to develop the ability to interpret the results and critically evaluate the methods used, which is of paramount importance for advanced level of statistics learning.</p> <p>This course aims to provide a good understanding of the concepts and methods of multiple regression at graduate level of statistics learning. The course will start with the extensions of univariate techniques to multivariate framework, such as multivariate normal distribution and simultaneous confidence intervals, followed by the presentation of statistical results for multiple regression in matrix form and the development of estimation, inferences and residual analysis in multiple regression analysis. Computations will be implemented in R or equivalent statistical software.</p>	4
MSM970	Mathematical Inquiry	<p>The scholarly experience of completing a Master of Science programme in Mathematics cannot be said to be complete if the candidate has not tasted the fruits of his or her own mathematical labour. The rationale of this course is to give the student a foretaste of what a mathematician does in his/her mathematics research: read relevant mathematics research papers, graduate textbooks in advanced mathematics, surveying a field of mathematics, posing research questions/problems, coming up with innovative solutions and algorithms to open problems, etc.</p> <p>This course is about putting all the mathematics research skills and methods acquired in MSM900 Mathematics Research Methods to practice. There are a few possible ways in which mathematics research may be carried out: Reading relevant mathematics research papers, graduate textbooks or selected chapters of graduate textbooks in advanced mathematics. Identify mathematics problems and pose them in a concise manner. Perform literature review and survey past works regarding the identified problem/task.</p> <p>Apply mathematics problem solving skills to solve the problem partially or completely.</p>	4
MTCL901	Language Code: Theory and Practice	<p>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.</p>	4
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MTCL902	Vocabulary and Grammar: Theory and Practice	<p>The fundamental purpose of learning any language is for communication purpose. Be it in spoken or written communication, vocabulary and grammar are two of the most important components in any language learning, as they play a vital role in building up language proficiency. In teaching Chinese as an international language, instructors must understand the grammatical rules and its effect on vocabulary on the target language to bring about effective teaching. Hence, this course will lay a good foundation in Chinese vocabulary and grammar basics, so as to effectively teach Chinese as an international language.</p>	4

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MTCL903	Chinese-English Contrastive Analysis & Its Application	The use of translation in learning a foreign language is widely used as a teaching and learning strategy to help students remember, comprehend and acquire the use of the target language. The influence of the learners first language, however, will have substantial impact in the language acquisition process. Hence understanding the major difference between Chinese-English through contrastive analysis in theories and practice of translation and its application in TCIL is necessary to equip TCIL instructor with the fundamental understanding to implement the bilingual model in TCIL.	4
MTCL904	Teaching of Listening & Speaking Skills in TCIL	Listening and speaking are two important skills required in any language learning. They are complex skills that need to be developed consciously. In any interaction, comprehending the language used is necessary for effective communication. Hence, as instructors for TCIL, it is important to acquire the various communicative language teaching pedagogical approaches in order to teach effective communication skills. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language listening and speaking content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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MTCL905	Teaching of Reading And Writing Skills In TCIL	Reading and writing are two important literacy skills one requires to function effectively in everyday life. These two skills are interconnected and can be developed together. With global economies and emerging new technologies, new literacies are already becoming part of the educational landscape. Hence, as instructors for TCIL, it is important to understand the various teaching pedagogical approaches to engage learners of this new age. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language reading and writing content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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MTCL906	Application of Information Technology in TCIL	In todays 21st century education, the use of ICT for teaching and learning had infiltrated schools at a rapid pace. To ensure that todays digital learners are future-ready for the workforce of tomorrow, educators must understand and embrace the need to employ the use of ICT to create a 21st century learning environment. A 21st century educator must be competent to use technology with ease in teaching and learning, be it in the classroom or out of classroom where learning takes place anytime, anywhere. Hence, as TCIL instructors, it is important to understand the application of technological tools with content and pedagogical approaches, and appreciate how ICT can create an effective learning environment for TCIL.	4
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MTCL907	Language Testing & Assessment in TCIL	Testing and assessment is an integral part of the learning process, and must be closely aligned with curricular objectives, content and pedagogy. It serves as the central function of getting the best possible evidence on what the students have learned. Teachers and students can then use this information to decide what to do next in the teaching and learning process. It is important that TCIL instructors be equipped with the necessary assessment competencies, so that quality teaching and learning can be achieved in all TCIL classrooms, bearing in mind the varied language backgrounds and proficiency levels of TCIL learners.	4
MTCL909	Global Chinese and Contemporary China	The rapid rise of China as a global economy has driven an increase to the educational and pragmatic value of learning Chinese language globally. Understanding the history and development of Chinas rise and economic globalization is essential to TCIL instructors as they thread beyond the grounds of China in TCIL to non-native learners.	4
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MTCL911	Professional English for TCIL Instructors	All teachers need to possess skills that enable them to communicate effectively with a range of stakeholders in the educational settings. Being able to apply these skills in a second language is all the more critical for Chinese language teachers who will need to fulfill school related tasks and communicate with other members of staff, students and their parents in the English medium. This course helps to prepare participants who will be working in international settings as they move through their careers.	4
MTCL913	Chinese Language Education for International Schools	According to the study by International School Consultancy Research (2017), there is a rapid surge in the growth of international schools globally. With a growth in expatriate families and an increase in enrolment within the schools host country, the increasing trend is expected to continue in the next ten years. This growing demand corresponds to the need to develop professionally-trained Chinese language educators for International schools. Language offerings in international schools are unique and vary over different school programme. However, each aims to provide students with an edge in this competitive and ever-changing world. Hence, this course will broaden participants knowledge of teaching Chinese language in international school settings and provides constructive career development opportunities to participants.	4
MTD801	Professional Practice Inquiry Project	This course aims to provide participants with a capstone experience to apply the theories and concepts learnt in the programme towards a workplace project. Participants will choose one option from the following: Needs Analysis Report, Instructional Package and Programme Evaluation. The projects can be based on performance problems from the participants workplace or organizations that participants have approved access to. In each option, participants need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the programme can be used to address these performance problems. Throughout the process, participants work with supervisors who will serve as mentors for the project.	3
MTD802	Foundations of Learning and Instruction	This course aims to help participants build foundational knowledge of theories and principles of learning. It explores issues related to learning and instruction and seeks to answer questions like How do people learn? and How do various learning theories inform instructional approaches? The main paradigms of learning will be discussed, including behaviourist, cognitivist, constructivist and situative perspective of learning, as well as the implications for instructions. This course provides the foundation to understanding principles of instructional design, training and development.	3
MTD806	Quality Assurance Processes for Learning Organizations	This course seeks to empower participants with key quality skill sets to address quality assurance processes at the organizations, relating to quality teaching and learning outcomes. While demand for adult education has increased steadily, issues like weak teaching and assessment approaches based on inappropriate pedagogical designs persist. In this regard, this course is strategic to the development of the quality of continual education and training for professionals.	4
MTD808	Training Methods and Strategies	This course aims to equip participants with a repertoire of training methods and strategies when designing or conducting instruction. This course provides an introduction to the major categories of instructional theories and methods, and its conditions of use. These theories cover aspects including Direct Instruction, Cognitive Approaches, Experiential Approaches as well as Social-Constructivist and Technology-Based Approaches. A key objective of this course is to provide participants with a theoretical basis for making informed judgment when selecting instructional strategies for training.	3

Course Code	Course Title	Description	Academic Unit
MTD810	Multimedia Design	This course aims to provide participants with an understanding of how computer-based instruction can be used effectively. It engages participants in hands-on projects to explore how lesson delivery can occur through the employment of multiple information modes (e.g., text, graphics, and sounds) within a non-linear structure, which collectively falls under the rubric Multimedia. This course covers the following areas: screen design, the use of media, learner control, navigation, and metaphor. It provides participants with basic understanding to harness multimedia as an avenue for enhancing their course design	3
MTD901	Professional Practice Inquiry Project	This course aims to provide participants with a capstone experience to apply the theories and concepts learnt in the programme towards a workplace project. Participants will choose one option from the following: Needs Analysis Report, Instructional Package and Programme Evaluation and execute the project with a specific client. For each project, participants need to articulate the performance problems, collect data and articulate solutions using a data-driven and data-supported perspective. Throughout the process, participants work with supervisors who will serve as mentors for the project	4
MTD902	Foundations of Learning and Instruction	This course helps participants to build foundational knowledge of theories and principles of learning to support instructional design, training, and human resource development. Students will be able to critically analyze learning theories from the behaviourist, cognitivist, constructivist, and social constructivist perspectives. Students will also critically evaluate instructional theories from the different perspectives and relate it to their personal teaching practice through individual papers and online discussions.	4
MTD906	Quality Assurance Processes for Learning Organizations	Learning professionals need to have clear understanding of the theories and practices underlying quality assurance processes at the organizational and systemic levels. This is important as learning professionals need to manage organizational processes to ensure consistent quality training and outcomes. 1. Conceptualise what is a Learning Organisation in an education institution / workplace setting. 2. Examine how learning takes place in a learning organization. 3. Determine the quality of learning in an education institution / workplace setting. 4. Examine the value of learning evaluation and its impact on learning organisations.	4
MTD908	Training Methods and Strategies	Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. This course aims to provide conceptual understanding of the theoretical underpinnings of selected training/instructional methods and strategies. It aims to provide opportunities for students to explore concrete training/instructional design theories and to design appropriate strategies and/or activities to achieve the instructional objectives. Given a performance problem, the students will be able to apply the instructional theories and approaches to address the needs of the learners and the performance gap.	4
MTD910	Multimedia Design	Computer-based instruction allows the possibility of delivering lessons to students that employ multiple information modes (text, graphics, sounds, etc.) within a non-linear structure, which collectively falls under the rubric Multimedia. This subject covers the following areas: screen design, the use of media, learner control, navigation, and metaphor. At the end of the course, students will be able to * Describe the following medias pros and cons: text, graphics, audio, animations, and videos. * Describe the pros and cons of at least 4 navigation tools. * Apply the various design guidelines to develop a multimedia package	4
MTL901	Tamil Curriculum, Materials including IT: Selection and Evaluation	Check with AG	4
MUE901	Issues in Music Education	This course centres on the philosophical foundations of music education. In particular, it seeks to address the big questions that confront contemporary music education. Course readings range from ancient to living scholars and philosophers, and cut across cultural borders in its inclusion of Asian and comparative philosophical writings. (a) Philosophy of music education in the ancient world (b) Utilitarian philosophy of music education (c) Aesthetic philosophy of music education (d) Praxial philosophy of music education (e) Music education through postmodern lenses (f) Asian philosophies of music education and comparative approaches	4

Course Code	Course Title	Description	Academic Unit
MUE903	Popular Culture and ICT in Music Education	<p>This course consists of two main components. Firstly, it examines the development and practice of popular musics through practical sessions and critical review, and explores fundamental concepts and issues on their applications and implications in the music classroom. Secondly, it provides a theoretical basis for developing music curriculum and pedagogy for schools by examining ways in which ICT is used in music and music education.</p> <p>* Popular musics and their significance in music education. * Development of popular musics from its Anglo-American Roots; development of vernacular pop musics in Asia such as J pop, K pop, Bhagra, Mat-Rok and Canto-Mando pop. * Exploring musical genres: Rhythm Blues, Funk, Soul, Blues, Rock Roll, Rock, Fusion Rock, Heavy Metal and standard Top 40s pop and media music charts. * Learning to Perform in a real music setting; practical sessions on the basic techniques of various pop instruments. * Popular music pedagogical practices and their applications in the music classroom. * Theoretical survey of ICT applications and platforms and their practical applications in music teaching and learning.</p>	4
NEDD902	Quantitative Research Methods	<p>This course aims to develop students knowledge and skills in quantitative inquiry in educational research. This course covers the concepts, theories and practices associated with the design, measurement, analysis and inference procedures of quantitative educational research. The course addresses a range of topics including the generation of research questions/hypotheses, sampling, measuring instruments, survey, experimental research, correlational research, content analysis and validity and reliability issues. Descriptive and inferential statistics will be covered when appropriate, with the focus on conceptual understanding, appropriate selection and utilization of statistical procedures rather than on statistical theory and computation per se.</p>	4
NEDD912	Research Methods I	<p>This course will provide students with a basic but sound understanding of both qualitative and quantitative research methods in education. The course will focus on the theoretical, methodological and practical aspects of research methodologies. The aim is to provide the necessary insights on educational research in: (a) identifying gaps in current research in a particular area of study, (b) developing meaningful research questions, and (c) understanding research designs, and analyses. Discussions on planning and validity of research designs will enable participants to evaluate the validity of research that has been conducted in a particular educational area. These experiences will increase students appreciation of the complexities involved in working with data, and hence enable them to construct research findings with qualitative and quantitative methods. On one hand, qualitative methodologies offer powerful means of distilling the nuances and essences of learning experiences and interactions beyond purely cognitive and individualistic activities. On the other, quantitative methodologies stipulates a systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques.</p>	4