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## Core Courses

**Course Code** : NEDD901

**Course Title** : Literature Review Methods

**Academic Units** : 4

**Description** : This course is designed to help beginning doctoral students participants retrieve, analyse and synthesise the literature for their respective research, thereby establishing the significance of their research proposal. Advanced library skills and referencing system will also be introduced.

Other than gaining research literacy skills, students will have a chance to develop their scholarly identities and dispositions as well as build a community of learners in preparation for their research journey.

Thus, the outcomes of this course include understanding of the concepts, skills, dispositions, and ethics necessary to conduct a literature review, and, consequently, research. These outcomes will lay the foundation for the literature review chapter for their respective proposals, in addition to completing literature reviews to develop different sections of their dissertations.

**Course Code** : NEDD902

**Course Title** : Quantitative Research Methods

**Academic Units** : 4

**Description** : This course will provide you with a sound understanding of quantitative research methods in education. The course will focus on the theoretical, methodological, and practical aspects of research methodologies. The aim is to provide you with the necessary insights on educational research in:

- (1) Identifying gaps in current research in a particular area of study.
- (2) Developing meaningful research questions.
- (3) Understanding research designs, and analyses.

Discussions on planning and validity of research designs will enable you to evaluate the validity of research that has been conducted in a particular educational area. These experiences will increase your appreciation of the complexities involved in working with data, and hence enable you to develop a meaningful research study. Quantitative methodologies stipulate a systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques which will develop into the concept of hypothesis testing.

**Course Code** : NEDD903

**Course Title** : Qualitative Research Methods

**Academic  
Units** : 4

**Description** : This course aims to equip students with skills to:

(1) Analyse the basic assumptions of research traditions and specify the interrelationships among them.

(2) Select the appropriate qualitative research approach and method(s) to answer their specific research questions.

(3) Reflect on issues to consider when selecting participants.

(4) Consider the rigour and ethics of qualitative research, and

(5) Consider operational, ethical and logistical details when collecting qualitative data, analysing the data, and aligning theories, data and practice to construct a coherent and powerful thesis.

**Course Code** : NEDD905

**Course Title** : Research Proposal and Preparation

**Academic  
Units** : 3

**Description** : The aim of this course is to support students in preparing and confirming their research proposal for the EdD dissertation in a timely fashion. All EdD students must take this course after completing their Research Methodology, Literature Review, Academic Reading and Writing for Education and specialisation courses. They must also complete this course by the 5th semester of their candidature. In completing this course, the students would achieve the important milestone of finalising their research proposal with the endorsement of an expert review panel.

**Course Code** : NEDD906

**Course Title** : Research Report

**Academic  
Units** : 3

**Description** : The aim of this course is to support students in preparing and finalising their EdD dissertation in a timely fashion. All EdD students must take this course after passing NEDD905 and by the 8th semester. In completing this course, the student would acquire an appreciation of the strengths and weaknesses related to their dissertation and be guided to formulate action plans to complete their dissertation.

## Specialisation Courses

### Curriculum and Teaching

**Course Code** : EDCT901

**Course Title** : Inquiry into Curriculum and Teaching

**Academic Units** : 4

**Description** : 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 analyse specific curricular and pedagogical issues and formulate defensible solutions.

(4) Develop abilities to read, analyse, and critique scholarly texts and ideas, and

(5) Develop abilities to produce academic writing.

**Course Code** : EDCT902

**Course Title** : Advanced Studies on Assessment and Learning

**Academic Units** : 4

**Description** : Advanced studies in assessment and learning is a doctoral seminar designed to help participants in discovering, unpacking, examining, and analysing conceptual and empirical questions related to curriculum, learning, assessment and teaching practices. It is a required module for EdD (Curriculum Teaching) students. It is also open to PhD students in NIE and NTU.

Course participants will be led to explore the relationships in, and between, different epistemologies and ontologies, learning theories and assessment paradigms. In doing so, it seeks to develop in participants the capacity for conducting inquiry into the complex and dynamic issues related to these practices.

Participants are expected to read the research critically, examine the key issues embedded, and articulate and apply the key ideas in examining the respective research problems in curriculum, learning, assessment and teaching.

## **Educational Leadership and Change**

**Course Code** : EDLC901

**Course Title** : Current and Emerging Theories and Practices in Leadership and Management

**Academic Units** : 4

**Description** : The course aims to enable learners to understand educational reforms and implications for educational leadership; explore current theories of educational leadership; examine critically existing practices and policies in teaching and learning and explore emerging practices of educational leadership and its implication for teaching and learning. This course is open to EdD students. The course provides foundational understanding of educational leadership theories and management that are relevant for their doctoral study.

**Course Code** : EDLC902

**Course Title** : Ethics for Leaders

**Academic Units** : 4

**Description** : This course equips students with knowledge of concepts and principles that will enable them to think and act ethically as leaders in their professional contexts in education. It is targeted at advanced students engaged in educational leadership and management.

Ethical leadership matters in education as the very act of educating is ethical work. That is, leaders not only have the duty and responsibility to be clear about their personal and professional values. They also have the further responsibility of creating an ethical environment that contributes to the moral development of their students, staff and/or other educational stakeholders.

But what does it mean to develop a good person as well as a good citizen? How should educational leaders respond to various ethical dilemmas that arise from clashes of values in terms of their obligations to self, the profession, the organisation and various stakeholders? This course addresses these and other questions and invite students to critically engage with the scholarly literature in ethics, leadership and education. It prepares them to become leaders engaged with the complexities of ethical decision making in education.

## **English**

**Course Code** : EDEL901

**Course Title** : Sociolinguistic Perspectives on the Classroom

**Academic Units** : 4

**Description** : This course seeks to examine 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 classrooms. Students who are interested in how language impacts and in turn is influenced by society should take this course. Sociolinguistic concepts and issues discussed in the course will broaden perspectives on the critical role language plays in various domains of society, like education.

**Course Code** : EDEL902

**Course Title** : Language and Literature Education

**Academic Units** : 4

**Description** : 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.

Aims:

(1) To provide students with a macro understanding of English in relation to historical and global developments.

(2) To consider some of the key principles that have grounded English and how the discipline of literary studies diverged from other fields in English.

(3) To consider the potentialities of English as a global language and the ways in which engagements with literary and rich texts can facilitate the development of global consciousness, the empowerment of students to critique social and global injustices, and the cultivation of empathetic dispositions in response to increasing transnational interconnectivity.

(4) To give students opportunity to critique different curricula models, particularly world and cosmopolitan paradigms.

**Course Code** : EDEL903

**Course Title** : Bilingualism and Biliteracy: Theory and Practice

**Academic Units** : 4

**Description** : (1) To provide a lens through which biliteracy and bilingualism can be documented and critically examined.

(2) To take up both broad questions and specific issues about becoming biliterate in a variety of classrooms and socio-cultural-linguistic domains.

(3) To locate biliteracy within a range of theoretical perspectives and approaches.

(4) The course is for MA students in the broad field of language acquisition and the more specific field of bilingualism and biliteracy. It can also benefit students of second language acquisition.

(5) Students who take this course will find it useful for future teaching careers at both the school and college level.

**Course Code** : EDEL904

**Course Title** : Critical Literacy: Theory into Practice in the Language Classroom

**Academic Units** : 4

**Description** : This course offers an invigorating approach to the study of critical literacy to those who are interested in studying how literacy works in relation to the word and the world. It presents examples of seminal historical and contemporary theory, research, and practice in local and global contexts.

You are encouraged to adopt a reflexive standpoint on your reading in order to hone your critical, analytic, and reflective faculties and to dialogue with the course tutor and among yourselves to deepen thinking. While there is a strong focus on the theoretical, there is also a balance derived from connecting theory to research and practice across diverse cultures, communities, families, and classrooms through the semiotic study of linguistic and other symbolic, and material culture.

Issues affecting the position of diverse individuals in these varied contexts will be examined. You will have opportunities to explore the subject from your own personal, professional, and academic passions and standpoints.

Apart from the subject matter, the course is one which educates in thinking and its discourses. It therefore is beneficial in a wide range of careers in the fluid and multimodal, multiliterate populations of the 21st century. Critical literacy is also a values approach; by exploring the positioning of the individual in culture and curricula, it will deepen your empathy and respect for others.

**Course Code** : EDEL906

**Course Title** : Language Teaching Methodology

**Academic Units** : 4

**Description** : This course aims to examine the rationale and principles behind teacher- and learner-centred methodologies and critically assess their appropriateness for the local as well as international English language teaching contexts. In addition, the course aims to examine the influence of numerous factors (e.g., cognitive, affective, social and technological) that affect the way language teachers plan, deliver and evaluate language learning.

Aims:

(1) Familiarise course participants with current thinking and scholarship in ELT and its related disciplines (e.g., SLA, Applied Linguistics), and also insights from cognitive psychology and general education theories and research.

(2) Develop a critical understanding of approaches and methods in language teaching and explore their potential applications in the classroom.

(3) Demonstrate understanding of the various factors that affect the effectiveness of classroom.

(4) Explore the impact of technology in the design, delivery and assessment of learning.

**Course Code** : EDEL907

**Course Title** : Literature, Education and Culture

**Academic Units** : 4

**Description** : This course attends to the theory and practice of English education in relation to literary studies, raising questions that resist simple answers. It examines the aims and objectives of English studies as these are bound up with the processes and practices of a given culture.

How are English Literature curricula and pedagogy implicated in the ideological structures of formal schooling? To what extent should traditional notions of literature education change amid the realities of globalization in the digital age? How do English curricula valorise and/or marginalise students and teachers' cultural identities on the basis of language, race, ethnicity, class, gender, and sexuality? Are English teachers complicit in privileging the cultural paradigms of a western literary education? How can literature education become a vehicle of cultural and political critique?

These questions will be addressed mainly in relation to the challenges of critically performing and conforming to the Literature Education curricula in Singapore schools. This course is ideal for educators, Literature teachers, English Language teachers and anyone interested in literature and culture. It will give you a firmer understanding of what is at stake in Literature education in order for you to make informed curricular and pedagogical decisions

## **Humanities and Social Studies**

**Course Code** : EDHS901

**Course Title** : Critical Reading and Writing in Humanities Education

**Academic Units** : 4

**Description** : This course provides an introduction to issues and research in humanities education using the core themes of the programme - in globalisation, citizenship, sustainability and heritage. You will be introduced to key issues in humanities education through a critical engagement with the academic literature. You will also learn about research epistemologies and methodologies relevant to humanities education and write a literature review relevant to the area of study.

**Course Code** : EDHS902

**Course Title** : Inquiry into Curriculum and Curriculum Leadership in Social Studies

**Academic Units** : 4

**Description** : Many issues and challenges are involved in the implementation of Social Studies, one of the most important subjects for citizenship education. This course prepares you to lead in the development of curriculum and pedagogy for Social Studies. You will be encouraged to explore the multiple meanings of curriculum and the role of curriculum leaders in Social Studies. You will also engage in discourses on the theory and practice of curriculum leadership and examine the academic literature in the field.

## Learning and Motivation

**Course Code** : EDLM901

**Course Title** : Theory, Research and Practice in Teaching and Learning

**Academic Units** : 4

**Description** : This course on advanced educational psychology provides a detailed analysis of modern learning theories and practices as they relate to education. 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 and explored for their application to a variety of educational settings.

The question, how do humans learn (best)? 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 This course thus considers how theory, research, and practice inform each other in order to improve the efforts of educators.

**Course Code** : EDLM902

**Course Title** : Understanding Learner Motivation: Theory, Research and Practice

**Academic Units** : 4

**Description** : This course provides participants with an in-depth understanding of the theoretical underpinnings of learner motivation. It is intended for PhD/EdD students who intend or are currently working on a research proposal in the area of motivation.

The course covers an overview of the central theories of motivation, with a focus on how these can be applied in the classroom context to foster learning. In doing so, participants will be invited to explore issues related to the motivation of learners, the factors affecting learner motivation, and the strategies that could be employed to promote motivation. Participants will be required to carry out a critical review of existing literature on motivational constructs of their interest, which leads to the development of a research proposal relevant to their anticipated PhD/EdD research.

**Course Code** : EDLM903

**Course Title** : Advances in Early Childhood Education: Issues and Trends

**Academic Units** : 4

**Description** : This course will introduce participants to key current and historical issues and trends underpinning the developments of early childhood education (ECE). Participants will examine, discuss and reflect on on-going discourses, debates and controversies surrounding quality care and practices for young children from international as well as local perspectives.

In particular, there will be opportunities to explore how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands. Participants will acquire deeper understanding and appreciation of these issues and trends through both instructor-directed and learner-centred investigation and activities. The course adopts a constructivist pedagogy in which learning takes place primarily through participation in critical discourses pertaining to the various topics, and through the process, to develop greater insights into how ECE has taken shape over the years and in different sociocultural contexts.

Participants are expected to select readings, lead discussions, develop their own viewpoints, frame arguments, and guide their own and the class learning experiences.

**Course Code** : EDLM904

**Course Title** : Advances in Special Education: Issues and Trends

**Academic Units** : 4

**Description** : Disability and special education come with topics that bring with it ambiguities, debates, controversies and emotions. In seeking to navigate through these topics, this introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build one's personal opinions or perhaps even question or change one's opinions about the education of children and adolescents with special needs. The course will provide participants with an understanding of special education in both international and local contexts and highlight varied viewpoints relating to issues such as inclusion, accommodation of students with special needs, and the application of evidence-based practices.

## **Mathematics**

**Course Code** : EDME901

**Course Title** : Theoretical Perspectives and Issues in Mathematics Education Research

**Academic Units** : 4

**Description** : The aim of the course is to lay the foundation for Mathematics Education Research. The key objectives are:

(1) To explore theoretical perspectives related to mathematics education, and issues in mathematics education research.

(2) To facilitate development of knowledge and skills for further work in understanding and doing mathematics education research.

**Course Code** : EDME902

**Course Title** : Curriculum Studies in Mathematics

**Academic Units** : 4

**Description** : The course aims to introduce participants to issues and research on curriculum development in relation to mathematics education. In particular, the objectives of the course are to:

(1) Familiarise participants with the process and issues of mathematics curriculum development.

(2) Examine the development of the Singapore Mathematics Curriculum from the perspective of curriculum development process.

(3) Compare and contrast mathematics curriculum of other countries with the Singapore Mathematics Curriculum.

**Course Code** : EDME903

**Course Title** : Assessment in Mathematics

**Academic Units** : 4

**Description** : This is a specialisation elective course for the EdD programme. The course supports the objective of providing participants with the knowledge and skills related to the specific area of assessment in mathematics education. It focuses on developing expertise related to assessment in mathematics by:

(1) Developing your knowledge in theories related to assessment in;

(2) Developing your knowledge and skills in identifying, analysing, and remediating students misconceptions and errors in mathematics;

(3) Developing your knowledge of the issues, trends and emerging developments of assessment in mathematics education; and

(4) Developing your ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers/practitioners in mathematics.

The purpose of this course is twofold: first, to provide theoretical perspectives of assessment issues in mathematics education in both local and international contexts; second, to provide participants with the knowledge and competencies to examine current assessment practices in light of these theoretical perspectives and propose strategies to address assessment-related issues in the Mathematics classrooms.

**Course Code** : EDME904

**Course Title** : Singapore Primary School Mathematics

**Academic Units** : 4

**Description** : This course aims to achieve the following objectives:

(1) Enable students to develop a good understanding of the key features that characterise the Singapore primary school mathematics curriculum, and

(2) Provide opportunities for students to be updated on some of the main issues surrounding the development and implementation of mathematical problem solving which is the focus of the Singapore primary school mathematics.

## **Science**

**Course Code** : EDSC901

**Course Title** : Foundations of Science & Science Education

**Academic Units** : 4

**Description** : This course aims to:

(1) Review the research literature on science education, and evaluate empirical studies according to their theoretical underpinnings and research traditions.

(2) Identify studies informed by the three dominant theoretical perspectives in science education research: constructivist, sociocultural and critical, and evaluate their strengths and limitations.

(3) Appreciate and appraise for each perspective, its intellectual roots and assumptions, research goals and methods, and views on improving science teaching and learning.

Students will gain a general overview of the theoretical and research traditions in science education and will better theorise their respective research goals and methods for their dissertation, and evaluate their views on improving science teaching and learning.

**Course Code** : EDSC902

**Course Title** : Science Curriculum Change and Curriculum Evaluation

**Academic Units** : 4

**Description** : The aims of this course are:

(1) To learn about the history of science reform in various countries and relate it to changes in the Singapore science education context;

(2) To critically examine the issues of science curriculum reform; and

(3) To learn about curriculum evaluation perspectives and methods and apply it to conduct internal evaluation of a school science curriculum or programme.

Postgraduate students in science/STEM education programmes should take this course to hone their understanding about curriculum studies and evaluation in science education contexts. The knowledge will be relevant for designing research studies, planning lessons, and evaluating programmes in science education.

**Course Code** : EDSC903

**Course Title** : Science as Practice

**Academic Units** : 4

**Description** : Science as practice aims to bring the practices that scientists engage in as they go about their daily business of doing science into science classrooms. It is argued that when students are engaged in science as practice, they get a more accurate idea of what science is and are better able to carry out practices of science such as inquiry in science.

Amidst the varied discourses of science as practice in the science education community, there is still no clear picture of how science as practice can be carried out. This course offers participants various theoretical arguments relating to science as practice, particularly science as inquiry. These theoretical arguments will be applied to examine and critique interactions that happen in science classrooms so as to surface the nuances and complexities of science as practice in reality.

Anyone who is interested in developing a deeper understanding of authentic science teaching should take this course. EdD participants of this course are also expected to trial an idea related to practices of science and critically reflect upon the tensions and dilemma related to the implementation of science as practice.

**Course Code** : EDSC904

**Course Title** : Assessment of Students' Alternative Conceptions and Conceptual Change

**Academic Units** : 4

**Description** : The course seeks to provide participants with the knowledge, tools and experience to diagnose their students/audiences alternative conceptions and learning difficulties, especially of science related concepts.

They will also learn to develop and implement interventions to engender the students/audiences conceptual change.

This course is suitable for educators and those involved in outreach programmes to facilitate more effective dissemination and better understanding of information by their students/audiences.

**Course Code** : EDSC906

**Course Title** : Representations & New Media in Science Education

**Academic Units** : 4

**Description** : This course offers an overview of the theories and analytical tools to examine representations and media for educational research and classroom practice. In addition, participants as teacher researchers will apply the theories learned to analyse representational artifacts commonly used in the teaching of science (e.g., diagram, textbook), including the use of media such as animation, simulation and video. This will enable them to be more cognizant of the role of representations in their teaching and consequently use multiple media and forms of representations more effectively to support student learning.

**Course Code** : EDSC907

**Course Title** : Critical Studies in Science Education

**Academic Units** : 4

**Description** : In this course, you will learn about critical theory and examine issues in science education with a critical lens. You will learn about what it means to teach science with critical praxis and be a reflexive science practitioner. You will acquire the vocabulary used in critical science education research.

Specifically, multiculturalism and gender issues in science education will be discussed and pedagogies that enhance student participation in science. Critical methodologies and validity issues in critical research will also be discussed. During this course, you will discuss taken-for-granted assumptions about schooling, curriculum, teaching, and learning. Then, you will apply the theories learned to design culturally relevant science activities.

**Course Code** : EDSC908

**Course Title** : STEM Education History, Policies, and Research Trends

**Academic Units** : 4

**Description** : 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.

**Course Code** : EDSC909

**Course Title** : STEM Curriculum and Instruction

**Academic Units** : 4

**Description** : This course interconnects the teaching, learning, and assessment aspects of an integrated STEM curriculum. Various models of integration (e.g., disciplinary, multidisciplinary, interdisciplinary, or transdisciplinary) will be discussed.

The S-T-E-M Quartet developed by members of the meriSTEM@NIE will be introduced to facilitate students design and evaluation of STEM activities and curricula. Various modes of assessments targeting conceptual, epistemic, and social goals of STEM education will be highlighted to facilitate design of assessing learning in STEM activities.

## **Technologies and Technology-Mediated Learning Environments**

**Course Code** : EDTM901

**Course Title** : Trends and Issues in the Use of ICT in Education

**Academic Units** : 4

**Description** : The use of ICT will continue to be a prominent feature of education in Singapore as well as globally. This course will help EdD students identify current trends in the use of ICT in education. It will also develop their ability to critically interrogate the application of educational technology in schools and institutes of higher learning, isolate important socio-technical issues, and frame desirable futures with technology.

The course aims to provide students with a deep understanding of current trends and issues in the use of ICT for the purpose of advancing human learning. It is intended to be personally transformative, and it will help graduate students envision productive uses of technology for educational practice oriented toward social good.

- Course Code** : EDTM902
- Course Title** : Theoretical Foundations of Technology-Mediated Learning Environments
- Academic Units** : 4
- Description** : 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.
- Therefore, this course aims to equip participants with solid theoretical bases for making compelling design decisions with respect to technology-mediated learning environments to increase students cognitive engagement, positive learning experiences, and increased learning outcomes. The participants of the course are EdD candidates who are specialised in technologies and technology-mediated learning environments. They can be school teachers, e-learning designers, or corporate trainers.

## **Visual and Performing Arts**

**Course Code** : EDVP901

**Course Title** : Research and Issues in Art Education

**Academic Units** : 4

**Description** : This course examines the history of art education as a discipline and explores various methodologies, critical theory, and resource material for such research. This involves techniques of scholarly and critical writing and evaluation of bibliographic sources and art works.

Educators, artists and professionals interested in critiquing the past and current climates of art education should take this course, alongside those who are interested in using art as part of their research approaches. The intention of this course is to assist candidates to locate their own approaches to art education within the context of historic and contemporary ideas and to understand the orientation and significance of art education theory and practice.

Take this course if you want to gain a deeper understanding of the theory behind art education, if you want to learn how art is and can be applied in research or if you would like to develop your knowledge or career in art education.

**Course Code** : EDVP902

**Course Title** : Visual Arts and Creativity

**Academic Units** : 4

**Description** : This course explores and considers recent research on creativity in relation to art educational practices. This course will cover various theories and perspectives on creativity and will draw upon creative and innovative developments in the field of arts, culture, and the sciences to exemplify the interconnectivity, relevance, and centrality of the arts to innovations.

Implications for childrens artistic development will be discussed in the context of the above understanding. Various theories will be made relevant through interdisciplinary studio-based experiences and in- depth class discussion. You should take this course if you are an artist, educator or professional interested in understanding interdisciplinary perspectives on and applications of creativity.

This course will benefit you if you want to innovate and develop flexible, creative, and contemporary approaches to your teaching, research, or practice.

**Course Code** : EDVP911

**Course Title** : Drama Education, Curriculum and Assessment

**Academic Units** : 4

**Description** : In this module participants will trace developments in drama education, both internationally and within Singapore, as they critically reflect upon the underlying historical, political, social and educational motivations and agendas in the field. Through theoretical discourses and embodied explorations participants will consider:

(1) Drama as an art form and the teaching of art for art's sake within formal and informal curriculum

(2) Types of learning that drama can facilitate within the formal and informal curriculum in interactive, physical workshops

Participants will experience a range of pedagogical drama structures that aim to foster learning in, through and about the art form of drama. They will be provided with opportunities to plan, structure and facilitate drama work for different types of learning.

Participants in this module will examine, interpret and critique a variety of international drama curriculum documents and consider how political, social, educational and historical contexts can impact the applications of a drama curriculum and/or the use of drama within the wider curriculum. They will identify suitable types of assessment in drama to gauge the development of skills and knowledge, and create appropriate assessment tasks and assessment criteria for learning in and through drama. Teachers who are teaching in MOE schools, SPED schools and private arts institutions will find this course extremely helpful in supporting their pedagogical understanding and enactment, as well as critically reflecting on their teaching philosophy. Students who have completed this course would have acquired the necessary vocabularies and literacies in designing and creating meaningful drama and/or drama-based curriculums in the capacity of a teacher, curriculum designers, drama education providers and artists educators.

**Course Code** : EDVP912

**Course Title** : The Teacher as Facili-Actor

**Academic Units** : 4

**Description** : This course examines the role of the teacher as a reflective and reflexive practitioner, who is both facilitator and actor/performer in her capacity as a collaborative and dialogical educator.

It attends to how interactive and participatory learning require teachers to be adaptable to varied styles of learning, and self-aware in relation to multiple cultural dynamics. This entails an ability to improvise and perform multiple roles in order to meet the needs of varied teacher-student dynamics in the 21st century context. Teachers who are teaching in MOE schools, SPED schools and private arts institutions will find this course extremely helpful in supporting the artistry and skills that are required to plan and facilitate a drama-based lesson, with reference to reflective and reflexive approaches.

Students who have completed this course would have acquired the necessary vocabularies for creating contextually-based approaches to teaching, and examining the multiple demands of the teacher as artist, educator, mentor, project manager, etc.

**Course Code** : EDVP921

**Course Title** : Issues in Music Education

**Academic  
Units** : 4

**Description** : This course introduces a study on the historical, sociological and philosophical foundations of teaching and learning music from Singapore and global perspectives. The course also explores in depth current curricular thinking and issues in music education.

**Course Code** : EDVP922

**Course Title** : Philosophy of Music Education

**Academic  
Units** : 4

**Description** : 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. The course aims to ground music educators with an understanding of the underlying philosophies and assumptions of music education.

## Academic Reading and Writing Course

**Course Code** : NEDD904

**Course Title** : Academic Reading and Writing for Education

**Academic Units** : 4

**Description** : The aim of this course in academic reading and writing for education is to help you to develop your reading and writing of English to meet the discourse demands of doctoral study. Another crucial aim is to encourage you to self-evaluate and reflect on the processes of your learning to assist you in adopting an ethical standpoint as researcher, reader, and writer. As a writer on the course, you will learn how to write coherently, clearly, and precisely in an academic register suited to research in education. You will become aware of how choices you make in grammar and vocabulary are significant not only in terms of accuracy but also in contributing to the logic of argumentation and in positioning your opinions and the research of others in paragraphs and complete texts.

As a reader on the course, you will learn how to read to survey large quantities of materials to gather and process information. Through focused reading you will become aware of the genre and linguistic conventions of academic discourse and have the opportunity to reflect on how writers achieve their aims and address their readers. Additionally, you will develop deep reading capacities which will allow you to read critically to judge the credibility and worth of data. You will also learn how to apply digital and media technologies to assist you in researching and presenting evidence and data in appropriate and accessible forms. In sum, the course aims to increase your knowledge and awareness of the academic register of education and offer opportunities for you to develop fluency and flexibility in handling it. Thus, this course provides you with the linguistic foundation for your doctoral studies, useful for your research, your coursework, and your dissertation.