

Master of Education (Early Childhood)

Course Code	Course Title	Course Synopses	AU
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MEC901	Child Development (0-8 years)	The MEC901 Course which is the first specialisation course in the MEd (EC) Program, provides the foundation for all the other specialisation courses. This course will help participants conceptualize childrens development across infancy, pre-school and primary school years (birth to 8 years) through the critical review of/reflection on various developmental theories, models, approaches and scholarly works.	4
MEC902	Issues and Trends in Early Childhood Education	This course aims is to empower participants to explore and reflect critically on key current and historical issues and trends underpinning the developments of early childhood education (ECE), and through this, to examine and discuss how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands.	4

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MEC903	Research Investigations in Early Childhood Education	This course introduces students to the research design process in early childhood related topics. This course is essential in preparing students for their dissertation and MMM800 (Critical Inquiry) course which would require them to conduct a small research study within a single semester. This course provides the necessary preparation by allowing students to craft a coherent research design gathering literature, sifting through theories, identifying a focused topic and honing in on the studys purpose as well as selecting the specific research methodology for their study which is centered in the early years and commonly used in early childhood education.	4
MEC904	Assessment in Early Childhood Education	Assessment had become an important aspect in the early years as teachers need to document and provide evidence of childrens 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
MEC905	Curriculum Design for Infants and Toddlers	The purpose of this course is to provide educators with an understanding of infant-toddler curricula, pedagogies and research within the larger field of early childhood education. Children from birth to three have unique needs in group care and require different pedagogical approaches and programs compared to children aged three to six. Knowledge in understanding the physical, cognitive and socio-emotional needs and developmental issues in these domains for infants and toddlers would be useful for the ongoing professional learning of all involved in early childhood education.	4
MEC906	Curriculum Design and Development in Early Childhood Education	The course explores the theoretical and practical nature of various early childhood curriculum approaches across time and context. The discussion will closely examine the wide array of paradigms with the underlying conceptions about children and education in light of a range of practical implications. In order to be able to prepare to be curriculum developer, theorizer, and advocator, the course enhances participants capacity to utilize multiple critical lens to rethinking and doing of educational complexity, equity, and diversity.	4

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MEC906	Curriculum design for Nursery and Kindergarten Children	The course explores the theoretical and practical nature of various early childhood curriculum approaches across time and context. The discussion will closely examine the wide array of paradigms with the underlying conceptions about children and education in light of a range of practical implications. In order to be able to prepare to be curriculum developer, theorizer, and advocator, the course enhances participants capacity to utilize multiple critical lens to rethinking and doing of educational complexity, equity, and diversity.	4
MEC907	Diversity in Early Childhood Education	<p>Early Childhood (EC) classrooms in Singapore are becoming more and more diverse in nature. Teachers need to learn to work with children and families from different cultures and backgrounds.</p> <p>This course will introduce participants to the concepts of diversity and social justice in the early years. Participants will learn the importance of being aware as well as acquiring the necessary knowledge, skills, attitude, experience and dispositions to develop a personal pedagogy which promotes diversity and social justice to work with young children in EC classrooms. They will also learn the importance of promoting childrens voices in research, practice and policy in the field of early childhood care and education (ECCE).</p>	4
MEC908	Early Intervention	This course features a multi-disciplinary nature, which is crucial to transdisciplinary collaboration, a fundamental tenet within the early intervention of young children with disabilities as well as those at risk. A primary focus is the theoretical tenets, contextual elements in the practice of early intervention, and evidence-based intervention approaches. Participants will be guided through various formats of learning to be able to understand the history and theories of early intervention in the global literature, as well as to apply their understanding in the investigation of the contemporary early intervention programs, practices, policies, and future trends for development.	4
MEC909	Professionalism in Early Childhood Education	<p>This course is designed to review and reflect on current understandings of professionalism in the EC field both globally and locally.</p> <p>It explores the twin concepts of leadership and professionalism with reference to early childhood education in the Singapore context. It also explores how leaders can create avenues for professionals to innovate, enriching optimal learning and meeting the needs of children and their families.</p>	4

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Course Code	Course Title	Course Synopses	AU
MEC910	Pedagogy in Early Childhood Education	<p>This course is designed to equip early childhood educators who are in teaching and mentoring roles to effectively design the curriculum and content to instruct adult learners who are preparing to enter the early childhood workforce. It will introduce participants to adult learning theories and scaffold their skills in teaching and instructing adult learners. The course enables participants to understand what motivates adult learners and be equipped with the needed skills to create content and instructional design that is conducive for the adult learner who is teaching young children. Hence, the course leverages on the participants existing knowledge on how young children think and learn. Participants will draw information from the various courses that they have previously undertaken, (e.g. child development, curriculum, assessment, diversity, etc.) for this course on Pedagogy in ECE. This course also has a practical element, which seeks to improve the participants instructional design and delivery in the context of teaching an early childhood course to adult learners.</p>	4