

SkillsFuture Singapore Funded NIE Graduate Courses

Course Timetable

August 2023 semester timetable will be available from 01 June 2023. Please click [here](#) for more information.

To register for Courses

For courses under NTU FlexiMasters	NTU PACE
For all other courses	PLaCE

For enquiries

For courses under NTU FlexiMasters	pace@ntu.edu.sg
For all other courses	For course administration: inservice@nie.edu.sg For course curriculum: gradstudies@nie.edu.sg

Note:

For **January 2024 semester** courses, please check back from mid-Nov 2023 onwards.

List of Courses

- [Modular Courses](#): 2AU, 4-AU Courses
- [Bite-sized Courses](#): 1-, 2-AU Courses

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Modular Courses

S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
1.	MAE903	Sociolinguistic Perspectives on the Classroom	✓	NA	MA (Applied Linguistics)	Skills-based Continuing Education Courses	NA
2.	MAE910	Corpora in Applied Linguistics	-	NA	MA (Applied Linguistics)	Skills-based Continuing Education Courses	NA
3.	MAE916	Critical Literacy: Theory into Practice in the Language Classroom	-	NA	MA (Applied Linguistics)	Skills-based Continuing Education Courses	NA
4.	MAE920	Second Language Reading Pedagogy	-	NA	MA (Applied Linguistics)	Skills-based Continuing Education Courses	NA
5.	MAS919	GIS and Geospatial Learning in the Humanities	✓	NA	MA (Humanities Education)	SkillsFuture Series Course	• Data Analytics; • Tech-Enabled Services; • Digital Media;

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
							Urban Solutions
6.	MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	-	NA	MED (Chinese Language)	SkillsFuture Series Course	• Digital Media
7.	MCL912	Chinese-English Translation and Chinese Language Teaching: From Theory to Practice	-	NA	MED (Chinese Language)	Skills-based Continuing Education Courses	NA
8.	MCT902	Crafting the Curriculum	✓	FlexiMasters in Curriculum and Teaching	MED (Curriculum and Teaching)	Skills-based Continuing Education Courses	NA
9.	MCT912	Curriculum and Program Evaluation	-	FlexiMasters in Curriculum and Teaching	MED (Curriculum and Teaching)	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
10.	MCT921	Theory and Practice of Authentic Assessment	✓	FlexiMasters in Curriculum and Teaching	MED (Curriculum and Teaching)	Skills-based Continuing Education Courses	NA
11.	MCT935	New Media and 21st Century Learning	✓	FlexiMasters in Curriculum and Teaching	MED (Curriculum and Teaching)	Skills-based Continuing Education Courses	NA
12.	MDP901	Social and Emotional Development and Assessment	-	NA	MED (Developmental Psychology)	Skills-based Continuing Education Courses	NA
13.	MDP902	Children Cognitive Development and Assessment	-	NA	MED (Developmental Psychology)	Skills-based Continuing Education Courses	NA
14.	MDP904	Motivation, Volition and Learning-in-Action	✓	FlexiMasters in Learning and Development	MED (Developmental Psychology)	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
15.	MDP907	How to Nurture Creative and Happy Learners	✓	FlexiMasters in Learning and Development	MED (Developmental Psychology)	Skills-based Continuing Education Courses	NA
16.	MDR901	Theatre Making: Theory, Practice, Pedagogy	-	FlexiMasters in Drama Education	MED (Drama)	Skills-based Continuing Education Courses	NA
17.	MDR902	Drama Education, Curriculum and Assessment	-	FlexiMasters in Drama Education	MED (Drama)	Skills-based Continuing Education Courses	NA
18.	MDR903	The Teacher as Facili-Actor	✓	FlexiMasters in Drama Education	MED (Drama)	Skills-based Continuing Education Courses	NA
19.	MDR904	Arts-based Research	-	FlexiMasters in Drama Education	MED (Drama)	Skills-based Continuing Education Courses	NA
20.	MEA901	Research and Issues in Art Education	-	NA	MED (Art)	SkillsFuture Series Course	Data Analytics

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
21.	MEA902	Visual Arts and Creativity	-	NA	MED (Art)	Skills-based Continuing Education Courses	NA
22.	MEA903	Arts Education and Technology	-	NA	MED (Art)	SkillsFuture Series Course	• Tech-enabled Services; Digital Media
23.	MEA904	Art Making and Aesthetic Enquiry	-	NA	MED (Art)	SkillsFuture Series Course	• Data Analytics
24.	MEC901	Child Development (0-8 years)	✓	FlexiMasters in Early Childhood Education	MED (Early Childhood)	Skills-based Continuing Education Courses	NA
25.	MEC902	Issues and Trends in Early Childhood Education	✓	FlexiMasters in Early Childhood Education	MED (Early Childhood)	Skills-based Continuing Education Courses	NA
26.	MEC903	Research Investigations in Early Childhood Education	✓	FlexiMasters in Early Childhood Education	MED (Early Childhood)	Skills-based Continuing Education Courses	NA

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27.	MEL902	Analyzing Literature and Language	✓	NA	MED (English)	Skills-based Continuing Education Courses	NA
28.	MEL914	Teaching Oral Communication: Current Theories and Approaches	-	NA	MED (English)	Skills-based Continuing Education Courses	NA
29.	MEL918	Reading in a Multimodal Age	✓	NA	MED (English)	Skills-based Continuing Education Courses	NA
30.	MEL920	Creative Writing in the Classroom	✓	NA	MED (English)	Skills-based Continuing Education Courses	NA
31.	MES906	Exercise Physiology	-	FlexiMasters in Physical Activity and Health	MSc (Exercise and Sports Studies)	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
32.	MES910	Physical Activity, Nutrition & Health	✓	FlexiMasters in Physical Activity and Health	MSc (Exercise and Sports Studies)	Skills-based Continuing Education Courses	NA
33.	MES911	Psychology of Physical Activity	-	FlexiMasters in Physical Activity and Health	MSc (Exercise and Sports Studies)	Skills-based Continuing Education Courses	NA
34.	MHA901	Understanding Learners with High Ability and their Affective and Moral Needs	-	NA	MED (High Ability Studies)	Skills-based Continuing Education Courses	NA
35.	MHA902	Identification of Potential and Administration of Interventions for High Ability Learners	-	NA	MED (High Ability Studies)	Skills-based Continuing Education Courses	NA
36.	MHA904	Critical and Creative Thinking for High Ability Learners	-	NA	MED (High Ability Studies)	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
37.	MHA906	Using Multicultural Children's Literature to Facilitate Social and Emotional Learning among Exceptional Learners	-	NA	MED (High Ability Studies)	Skills-based Continuing Education Courses	NA
38.	MID901	Instructional Design Models and Practices	-	FlexiMasters in Instructional Design (E-Learning)	MA (Instructional Design and Technology)	Skills-based Continuing Education Courses	NA
39.	MID922	E-learning tools for Training	✓	FlexiMasters in Instructional Design (E-Learning)	MA (Instructional Design and Technology)	Skills-based Continuing Education Courses	NA
40.	MID941	Evaluation Models & Methods	-	FlexiMasters in Instructional Design (E-Learning)	MA (Instructional Design and Technology)	Skills-based Continuing Education Courses	NA
41.	MLT903	Technologies as Cognitive Tools	-	FlexiMasters in Technology for Teaching and Learning	MED (Learning Sciences and Technologies)	Skills-based Continuing Education Courses	Tech-Enabled Services

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
42.	MLT912	Design for Blended Learning	-	FlexiMasters in Technology for Teaching and Learning	MED (Learning Sciences and Technologies)	Skills-based Continuing Education Courses	Digital Media
43.	MLT913	Technology Supported Assessment	-	FlexiMasters in Technology for Teaching and Learning	MED (Learning Sciences and Technologies)	Skills-based Continuing Education Courses	Tech-Enabled Services
44.	MME922	Numbers and the Teaching of Numbers	-	NA	MED (Mathematics)	Skills-based Continuing Education Courses	NA
45.	MML905	School-Based Curriculum Design for Malay Language Teaching	-	NA	MED (Malay Language)	Skills-based Continuing Education Courses	NA
46.	MPM904	Attitude Measurement and Personality Assessment	-	NA	MED (Educational Assessment)	Skills-based Continuing Education Courses	Data Analytics

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47.	MPM905	Programme Evaluation	-	NA	MED (Educational Assessment)	Skills-based Continuing Education Courses	NA
48.	MPM909	Elementary Statistics for Education	✓	NA	MED (Educational Assessment)	Skills-based Continuing Education Courses	Data Analytics
49.	MSC903	Science as Practice	-	FlexiMasters in Science Education	MED (Science)	Skills-based Continuing Education Courses	NA
50.	MSC904	Alternative Conceptions and Conceptual Change in Science Learning	-	FlexiMasters in Science Education	MED (Science)	Skills-based Continuing Education Courses	NA
51.	MSC906	Representations & New Media in Science Education	✓	FlexiMasters in Science Education	MED (Science)	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
52.	MSE902	Human Development	✓	FlexiMasters in Special Education	MED (Special Education)	Skills-based Continuing Education Courses	NA
53.	MSE911	Learning Disabilities	-	FlexiMasters in Special Education	MED (Special Education)	Skills-based Continuing Education Courses	NA
54.	MSE913	Curriculum Design and Development	-	FlexiMasters in Special Education	MED (Special Education)	Skills-based Continuing Education Courses	NA
55.	MSE915	Assessment of Children and Youth with Special Needs	-	FlexiMasters in Special Education	MED (Special Education)	Skills-based Continuing Education Courses	NA
56.	MSL901	Foundations in Science of Learning	-	FlexiMasters in Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA

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57.	MSL904	Educational Neuroscience: Principles, Perspectives, Practices	-	FlexiMasters in Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA
58.	MTC901	Nurturing Learners and Learning	-	FlexiMasters in Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
59.	MTC902	Designing Curriculum: Theory and Practice	-	FlexiMasters in Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
60.	MTC904	Facilitating Learning in the Digital Age	✓	FlexiMasters in Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
61.	MTD903	Instructional Design Models and Practices	✓	FlexiMasters in Professional Training and Development	MA in Professional Education (Training and Development)	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
62.	MTD908	Training Methods and Strategies	-	FlexiMasters in Professional Training and Development	MA in Professional Education (Training and Development)	Skills-based Continuing Education Courses	NA
63.	MTD909	E-learning tools for Training	✓	FlexiMasters in Professional Training and Development	MA in Professional Education (Training and Development)	Skills-based Continuing Education Courses	NA
64.	MTD914	Facilitate teaching and learning with technology	✓	NA	MA in Professional Education (Training and Development)	Skills-based Continuing Education Courses	NA
65.	MUE901	Issues in Music Education	-	FlexiMasters in Teaching and Learning Music	MA in Teaching and Learning Music	Skills-based Continuing Education Courses	NA
66.	MUE902	Philosophy of Music Education	✓	FlexiMasters in Teaching and Learning Music	MA in Teaching and Learning Music	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
67.	MUE903	Popular Culture and ICT in Music Education	-	FlexiMasters in Teaching and Learning Music	MA in Teaching and Learning Music	Skills-based Continuing Education Courses	NA

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Modular Courses (2AUs)

S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding Intact 4 AU Course	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
1.	MGE900	Communication in the Digital Age	-	NA	NA	NA	Skills-based Continuing Education Courses	NA
2.	MGE902	Basic Concepts and Techniques in Qualitative Data Analyses	✓	NA	NA	NA	Skills-based Continuing Education Courses	NA
3.	MGE905	Introduction to Data Science in Education Research	-	NA	NA	NA	Skills-based Continuing Education Courses	NA

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Bite-Sized Courses

S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding Intact 4 AU Course	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
1.	MSC902A	Lessons from the past: Science curriculum reforms and science learning	-	MSC902 Science Curriculum Change and Curriculum Evaluation	Science Education	MED (Science)	Skills-based Continuing Education Courses	NA
2.	MSC902B	Overcoming challenges for meaningful science curriculum	-	MSC902 Science Curriculum Change and Curriculum Evaluation	Science Education	MED (Science)	Skills-based Continuing Education Courses	NA
3.	MSC902C	Evaluating science curriculum for improved outcomes	-	MSC902 Science Curriculum Change and Curriculum Evaluation	Science Education	MED (Science)	Skills-based Continuing Education Courses	NA
4.	MSC903C	Overcoming the tensions and challenges for authentic science learning	-	MSC903 Science as Practice	Science Education	MED (Science)	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding Intact 4 AU Course	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
5.	MSC904B	Ways to diagnose alternative ideas in science	-	MSC904 Alternative Conceptions and Conceptual Change in Science Learning	Science Education	MED (Science)	Skills-based Continuing Education Courses	NA
6.	MSC904C	Investigating and addressing alternative ideas in science	-	MSC904 Alternative Conceptions and Conceptual Change in Science Learning	Science Education	MED (Science)	Skills-based Continuing Education Courses	NA
7.	MSC906C	Constructing representations for teaching science	-	MSC906 Representations and New Media in Science Education	Science Education	MED (Science)	Skills-based Continuing Education Courses	NA
8.	MSL901A	Developments in Science of Learning	-	MSL901 Foundations in Science of Learning	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA

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9.	MSL901B	Cognitive and Affective Science of Learning	-	MSL901 Foundations in Science of Learning	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA
10.	MSL901C	The 'science' of Human Learning	-	MSL901 Foundations in Science of Learning	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA
11.	MSL904A	Theories of Educational Neuroscience	-	MSL904 Educational Neuroscience: Principles, Perspectives, Practices	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA
12.	MSL904B	Perspectives in Educational Neuroscience	-	MSL904 Educational Neuroscience: Principles, Perspectives, Practices	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding Intact 4 AU Course	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
13.	MSL904C	Social Neuroscience	-	MSL904 Educational Neuroscience: Principles, Perspectives, Practices	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA
14.	MSL907A	Translational Research: An Overview	-	MSL907 Translating Educational Neuroscience	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA
15.	MSL907B	Ethical Concerns of Translating Educational Neuroscience	-	MSL907 Translating Educational Neuroscience	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA
16.	MSL907C	Science of Learning: From Theory to Practice	-	MSL907 Translating Educational Neuroscience	Mind, Brain and Education	MSc (Science of Learning)	Skills-based Continuing Education Courses	NA
17.	MTC901A	Enhancing Learner Wellbeing, Positive Education Purpose and Practice	-	MTC901 Nurturing Learners and Learning	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA

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18.	MTC901B	Enhancing Learner Wellbeing, Character Strengths and Mindfulness	-	MTC901 Nurturing Learners and Learning	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
19.	MTC901C	Enhancing Learner Motivation	-	MTC901 Nurturing Learners and Learning	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
20.	MTC902A	The Teacher and the Curriculum	-	MTC902 Designing Curriculum: Theory and Practice	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
21.	MTC902B	The Elements of Curriculum and Curriculum Designing	-	MTC902 Designing Curriculum: Theory and Practice	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
22.	MTC902C	Teachers as Curriculum Designers	-	MTC902 Designing Curriculum: Theory and Practice	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA

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S/N	Course code (click on course code for course descriptor)	Course title	Aug 2023 Semester	Corresponding Intact 4 AU Course	Corresponding NTU FlexiMasters	Corresponding Graduate Programme	SSG Funded	Emerging Area(s) (if applicable)
23.	MTC903A	Assessment for Learning: An overview of theory and practice	-	MTC903 Assessment for Learning: Theory and Practice	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
24.	MTC903B	Assessment for Learning: Deep dive into issues and possibilities	-	MTC903 Assessment for Learning: Theory and Practice	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
25.	MTC903C	Assessment for Learning: Putting it together	-	MTC903 Assessment for Learning: Theory and Practice	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
26.	MTC904A	Facilitating Learning in the Digital Age: Part 1 Digital Learning – The tripartite relationship	✓	MTC904 Facilitating Learning in the Digital Age	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
27.	MTC904B	Facilitating Learning in the Digital Age: Part 2 Digital Learning – Theory-practise nexus	✓	MTC904 Facilitating Learning in the Digital Age	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA

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28.	MTC904C	Facilitating Learning in the Digital Age: Part 3 Digital Learning – Critical perspectives and deepening understanding	✓	MTC904 Facilitating Learning in the Digital Age	Advanced Pedagogical Practices	Master of Teaching	Skills-based Continuing Education Courses	NA
29.	MTD913A	Teaching and Learning in Higher Education: Foundations	✓	MTD913 Teaching and Learning in Higher Education	NA	MA in Professional Education (Training and Development)	Skills-based Continuing Education Courses	NA
30.	MTD913B	Teaching and Learning in Higher Education: Course Design	✓	MTD913 Teaching and Learning in Higher Education	NA	MA in Professional Education (Training and Development)	Skills-based Continuing Education Courses	NA
31.	MTD913C	Teaching and Learning in Higher Education: Reflective Practice	✓	MTD913 Teaching and Learning in Higher Education	NA	MA in Professional Education (Training and Development)	Skills-based Continuing Education Courses	NA

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COURSE DESCRIPTORS

S/N	Course code	Course title	Course Descriptors
1.	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
2.	MAE910	Corpora in Applied Linguistics	This course provides students with a foundation in corpus linguistics for use in research, professional development and pedagogy. Corpus linguistics (CL) is a fast growing field of linguistics that provides unique insights in language through the computer-aided analysis of (large) collections of spoken and written text. This course consists of a series of lectures, seminars and workshops with a significant practical component. Each week has an e-learning module of approximately 1-hour in addition to the three hour face-to-face classes, in which students complete mini-research projects using online corpora and software, such as COCA, BNC, and Lextutor. Most classes have a lab component in order to provide extensive hands-on experience with some of the most widely used CL software tools. No previous knowledge of computer programming or statistics is required.
3.	MAE916	Critical Literacy: Theory into Practice in the Language Classroom	This course offers a fresh approach to the teaching of English Language from a critical literacy perspective. While the primary aim of the course is to show participants how to do critical literacy in the classroom and provide models for practice that can be adapted to any context, the theoretical orientation of critical literacy is given equal attention in the course to show how social/critical theory informs classroom practice. The course will inspire participants to take seriously the relationship between language and power and also orient readers critically to the social effects of texts. Participants will be drawn into the key questions critical readers need to pose of texts: whose interests are served, who benefits, who is disadvantaged, who is included, and who is excluded? The pedagogical implications of what it means to live critical literacies through curriculum design will also be explored in the course.

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S/N	Course code	Course title	Course Descriptors
4.	MAE920	Second Language Reading Pedagogy	This course will survey theoretical and research perspectives on L2 reading and highlight relevant research studies that have practical applications for the teaching of reading in various educational settings. Work done in the field of second language reading that draws upon a variety of theoretical perspectives, in particular cognitive and social learning theories, in the past two decades will be selectively discussed. Special attention will be given to how understanding about the nature of reading has significantly changed during this period and how this has influenced the way L2 reading is taught and assessed in various L2 learning contexts with diverse groups of learners.
5.	MAS919	GIS and Geospatial Learning in the Humanities	This course is designed to introduce the use of GIS (Geographic Information Systems) technologies in social sciences. It focuses on the theories and principles of GIS and GIS applications in social sciences, including social studies, urban analysis and planning, tourism, and health geography. The course requires participants to engage in group discussions on spatial phenomena of social issues, and have hands-on exercises through real-world case studies by using ArcGIS software. Through this course, participants will learn to collect data and conduct spatial analysis, interpretation and presentation of geographic information under social context.
6.	MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	Immersing Information and Communication Technologies (ICT) into Chinese Language classroom is not just about employing digital learning materials or references to aid traditional teaching. More in-depth professional development is required to improve teachers design capacity in engendering different forms of teaching enabled or enhanced by ICT, especially communicative approaches, socio-constructivist learning, and extending language learning beyond the classroom. Moreover, in the context of globalisation in the 21st century, the usage of languages in our daily lives and work environments differs from the past centuries. It is crucial to nurture the students new literacies in utilising Chinese Language for effective communication in the cyberspace, particularly in the new media environments. We need to have a closer link to the 21st century teaching and learning with ICT, providing the natural context for the development of the new literacies.

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S/N	Course code	Course title	Course Descriptors
7.	MCL912	Chinese-English Translation and Chinese Language Teaching: From Theory to Practice	Being a multilingual nation, Singapore is unique in its language environment, providing a rich linguistic context for students learning the Chinese language. Our youth today are widely exposed to the Chinese and English languages, using them in their translations. These rich materials should be harnessed for formal language learning. This course will help to equip MEd students with the pre-requisite understanding.
8.	MCT902	Curriculum Designing: From Theory to Practice	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? 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.
9.	MCT912	Curriculum and Program Evaluation	This course offers an introduction to key considerations in planning and carrying out an evaluation and participants are expected to design an evaluation for a programme of

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			their interest. The course seeks to develop participants competencies in interpreting and designing evaluation research in educational contexts. Through considering the purposes of evaluations, examining major theories and models of evaluation, and analyzing cases, participants will develop understanding of the key elements of evaluation, including framing questions, sampling, data collection and analysis, and reporting of findings. Attention will also be given to ethics and relationships with clients and subjects. Examples from various sources will be used as case studies.
10.	MCT921	Theory and Practice of Authentic Assessment	This course aims to provide participants with a sound grasp of the theoretical underpinnings of authentic assessments as well practical skills needed for designing them. The first half of the course will focus on the writings of Dewey and sociocultural theories to better understand the rationale for authentic assessments. They will also examine Messicks construct-based approach as a basis for designing such assessments. The second half of the module will focus on practice with opportunities for participants to critique and review assessments (and their rubrics) currently used in their contexts.
11.	MCT935	New Media and 21st Century Learning	This hands-on course aims to engage participants in examining the existing new media environment and provide an embodied new media experience for them. It addresses important, current issues in new media studies with in-depth discussion of popular perceptions/myths and implications to learning. Through the self-directed analysis of media content (critical media consumption) and production of media artefacts and participation in online communities (critical media presumption), participants will gain a sense of new media culture and form their personal critique on the relationship between new media and 21st century learning for their refined practices.
12.	MDP901	Social and Emotional Development and Assessment	This course is one of the two core (required specialization) modules in the Master of Education (Developmental Psychology) programme. The course contains major and classic social and emotional development theories that are fundamental to the participants before they take on other more specialized courses in the programme. It also introduces how to assess children's social and emotional development.

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13.	MDP902	Children Cognitive Development and Assessment	Children's cognitive development is the emergence of the ability to process information, think, and understand. Understanding children's cognitive development is essential for curriculum development, effective teaching, and good policy making.
14.	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.
15.	MDP907	How to Nurture Creative and Happy Learners	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. 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 skilful facilitators of creative and happy learners in the classroom, and thereby prepare their students for living and thriving in the VUCA world.
16.	MDR901	Theatre Making: Theory, Practice, Pedagogy	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

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			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. 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.
17.	MDR902	Drama Education, Curriculum and Assessment	This is a new course for the M.Ed. (Drama) programme and will be a required specialization course. It is a pedagogical methods course and is an integration of 2 old modules Contextualizing Drama Education, and Drama Curriculum as creative Practice. The module covers the basics principles of drama education, drama in the curriculum and assessment in drama.
18.	MDR903	The Teacher as Facili-Actor	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. The teacher as performer is interrogated in relation to cultural and social practices that inform how teachers are expected to articulate themselves and execute particular duties. Students will engage with performance theory, facilitation techniques and practical tasks that apply notions of performativity to the work of education through drama-based activities and frameworks. They will learn and develop teaching processes that draw from performance strategies and skills. This course responds to the ongoing changes in the education landscape that require teachers to become more engaged in active learning processes that exceed conventional book learning approaches, and embrace holistic, multi-dimensional and

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			inter-disciplinary frames. The arts, particularly drama, is an ideal platform through which to do this, as it is inherently open to change and integrative of multiple knowledge. The teacher as facilitator can then embody and enact these critical pedagogies and practices.
19.	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.
20.	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.
21.	MEA902	Visual Arts and Creativity	* Learners will understand the types of cognition involved in the creative process of art making. * Learners will experience the dynamic role affective responses play in the art making process. * Learners will understand the importance of interdisciplinary knowledge in engendering creative thoughts. * Learners will also acquire foundational knowledge to facilitate creativity in the classroom setting.
22.	MEA903	Arts Education and Technology	In today's connected world, teaching and learning in the Arts classroom has changed. Through both theoretical, practical and research informed work, participants will consider the different ways technology has shaped the classroom practices in the arts today. Participants will also learn to integrate theories, technologies, learning designs and assessment modes to achieve the intended outcomes for students. This course would appeal to graduate students interested in the arts, education and technology who

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			want to further their knowledge and skills in these areas whilst potentially widening their future career opportunities.
23.	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.
24.	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.
25.	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.
26.	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 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.
27.	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

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			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.
28.	MEL914	Teaching Oral Communication: Current Theories and Approaches	The aim of the course is to introduce contemporary theoretical notions and pedagogical frameworks and approaches related to teaching listening and speaking such as the metacognitive, cognitive and social processes involved in oral communication, the principles and procedures for evaluating listening and oral competence, and the incorporation of multimodal and literary texts. You will explore how to apply the ideas covered and discussed in this course in your own teaching context, which are also relevant to, and can be adapted for, the teaching of other languages in both first and second language contexts.
29.	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.
30.	MEL920	Creative Writing in the Classroom	Creative writing, whether in fiction or non-fiction, is part and parcel of the English language curriculum in Singapore and around the world. The course will engage teachers of English language and literature in the very processes of creative writing that they would have their own students engage in. Practical experience in, along with theoretical and research knowledge of, the craft of writing, can help teachers reflect critically on their own pedagogical approaches in the composition classroom.

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31.	MES906	Exercise Physiology	This course explores how the human body responds to acute and chronic physiological demands of sports and exercise. The module will cover energy systems, cardiovascular and respiratory regulation, skeletal muscle physiology and aspects of environmental effects on sports and exercise performance. An integrative approach is adopted to link between basic theories and applied concepts in real life situations. A key focus will be on how research and the underlying exercise physiology principles are relevant to the practitioner. Common assessment techniques with practical applications in sports and exercise physiology will be discussed. Students will perform laboratory work using state-of-the-art equipment, alongside lectures and tutorials. A mix of face-to-face interactions, online learning and group work is implemented in this module. It is intended that students be guided to holistically integrate the knowledge presented throughout the module.
32.	MES910	Physical Activity, Nutrition & Health	This course will equip students with an understanding of the role of physical activity and nutrition in preventing chronic non-communicable lifestyle diseases. Issues related to measurement are covered before examining the evidence that physical activity and good nutrition can be used to prevent and treat a range of chronic lifestyle diseases. Physical activity prescription and nutritional recommendations for the prevention of each disease will be examined. The course will use a range of methods to explore the evidence including lectures, laboratory work, tutorials, online learning, group work and presentations.
33.	MES911	Psychology of Physical Activity	This course will equip students with an advanced level understanding of psychological knowledge about physical activity for health. Topics covered include: physical activity correlates and theories, physical activity behavioural change, benefits of physical activity to health, measurements of physical activity, data acquisition, data processing and interpretation, and research approaches in physical activity psychology.

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			Students will have opportunities to work on physical activity measurements and data interpretation as a part of research experience, alongside lectures and tutorials. A mix of face-to-face interactions, online learning and group work is implemented in this course. It is intended that students be guided to holistically integrate the knowledge presented throughout the course.
34.	MHA901	Understanding Learners with High Ability and their Affective and Moral Needs	This course provides an overview to the intellectual, socio-affective and moral needs of learners with high ability. Teachers will be introduced to the historical and philosophical background and current thinking in the education of learners with high ability. The course would also look into the typical personality characteristics of highly intelligent and creative persons. Other issues related to spiritual intelligence, emotional giftedness, moral reasoning, intensities in energy levels and positive maladjustment will be explored. Discussions of motivational and volitional strengths as sources of productive behaviours; underachievement and dual exceptionalities will be featured as well to enhance the capacity of professionals in this area to make a difference in their students development and address their affective, moral, as well as cognitive needs.
35.	MHA902	Identification of Potential and Administration of Interventions for High Ability Learners	This course presents guiding principles for the identification and administration of programmes designed for High Ability Learners and Talent Development. Identification methods, criteria and procedures, tests used to identify the gifted and assessment issues will be discussed in view of programming provisions and intervention possibilities. Alternative identification tools and forms of intervention will be introduced with regard to culturally deprived gifted population and invisible underachievers. Standards for systematically developing, implementing and managing appropriate programmes to meet the needs of High Ability Learners at primary and secondary school levels will be examined. Issues relating to the integration of such programmes into general education programming; professional development and resources to support such programmes will be discussed.
36.	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

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			intellectually gifted learners. It promotes pedagogy that is informed by whole brain research and functioning. Other than examining the 4Ps in creativity, the 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.
37.	MHA906	Using Multicultural Children's Literature to Facilitate Social and Emotional Learning among Exceptional Learners	While teachers have constantly been tasked to infuse SEL (socio-emotional learning) components and higher-order thinking in the classroom, many are uncertain as to how these can be effectively implemented, particularly with gifted and talented readers. Research has indicated how exceptional picture books and young adult literature have served to contribute to the nurturing of social and emotional development among gifted children and adolescents (Hebert Kent, 2000). Some of the more common effects of gifted readers experiences in the classroom include a stagnant reading growth, boredom, low motivation for reading, and even outright refusal to read as many of the readers do not see the literature introduced to them by their teachers as relevant or challenging enough for them (Wood, 2008). This course module aims to build the capacity of teachers to make use of multicultural children's literature to inspire student aspirations (Fullan Langworthy, 2014) as they are exposed to relevant multicultural children's literature that would challenge their thinking as well as help enhance empathy, tolerance, and ideations of social justice among gifted and talented readers. Teachers would be exposed to a diverse multicultural text-set that aims to develop gifted students metacognitive, critical and creative thinking skills as they recognize who they are and their place in the world through outstanding multicultural children's literature.
38.	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.

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			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.
39.	MID922	e-Learning Tools for Training	In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.
40.	MID941	Evaluation Models and Methods	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, 2) helps identify the strength and area for improvement to assist decision making and program development. 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.
41.	MLT903	Technologies as Cognitive Tools	Topics include: 1) Definition of cognitive tool and reasons for using technology as cognitive tools 2) Classification of cognitive tools and research 3) Concept of affordances 4) Use of web 2.0 tools as cognitive tools 5) Theoretical underpinning of concept/mind mapping tools

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			6) Theoretical underpinning of computer supported collaborative learning (CSCL) Affordances of CSCL tools for teaching and learning
42.	MLT912	Blended Learning in Schools	Topics include: 1) Pros and cons of using the blended learning approach 2) Identify and use appropriate ICT tools to support blended learning environments 3) Design blended learning environments Develop blended learning environments
43.	MLT913	Technology Supported Assessment	Topics include: 1) Theories and approaches in assessment, with 2) More focus on assessment for learning/ formative assessment 3) Pedagogies and approaches in designing assessment with technology principles for the appropriate use of technology supported assessment 4) Benefits and challenges, barrier and enablers in technology supported assessment
44.	MME922	Numbers and the Teaching of Numbers	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of numbers and its teaching: (1) build the participants knowledge of the mathematics subject matter; (2) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom. In addition, the course also covers students misconceptions in the learning of numbers in support of another programme objective of providing participants with knowledge related to specific ideas in mathematics education.
45.	MML905	School-Based Curriculum Design for Malay Language Teaching	In the Malay Language Curriculum Pedagogy Review Committee Report (MLCPRC) 2005, among its recommendations were the need to have ML teachers identifying and nurturing their students to become the best that they can be in the learning of the language. The concept of Differentiated Instructions was also introduced to enhance and engage student learning. In 2010, the Mother Tongue Languages Review

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			Committee submitted their recommendation indicating the need to make the teaching and learning of Mother Tongue Language more purposeful and dynamic to the needs of students and the changing demographic background of learners. Bearing these two policy reports in mind, and the Curriculum 2015 (C2015) in detailing broad-based and holistic curriculum as well as calling for finer customization of learning, there is a need for a course on school-based curriculum design (SBCD) for the teaching of ML. Also, the relevance of SBCD in Malay Language by taking into account the latest educational theories, approaches and challenges will also be examined. This course will help participants understand the concept of SBCD and how it can be implemented in the context of ML teaching and learning in Singapore schools. Participants will also be required to plan and analyze the effectiveness of an SBCD programme.
46.	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.
47.	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.
48.	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

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			MEd(Educational Assessment) graduate working in the field of educational measurement and evaluation
49.	MSC902A	Lessons from the past: Science curriculum reforms and science learning	It is important to understand the history of science reforms in order to make sense of current reforms. In this course, participants will learn about the history of science curriculum reforms in Singapore, U.S., and other countries. They will learn to unpack the sociohistorical, socioeconomic, sociopolitical and sociocultural macronarratives in science curriculum and policy documents.
50.	MSC902B	Overcoming challenges for meaningful science curriculum	There are many challenges in realizing science curriculum reform and these should be well-considered before and during implementation. In this course, participants will learn about the challenges and approaches to science curriculum reform work. They will learn about the different issues that could potentially limit the success of science curriculum reforms. They will also learn about approaches and strategies to address some of these challenges.
51.	MSC902C	Evaluating science curriculum for improved outcomes	Science curriculum should be evaluated for its effectiveness and to inform future changes. In this course, the participants will learn about the different types of evaluation theories and methods that can be applied to evaluating science education (or equivalent) contexts. They will apply what they have learnt to propose an evaluation study.
52.	MSC903	Science as Practice	• To provide more science education courses for participants to choose in the MEd programme • To strengthen the theory and practice nexus of science as practice in science teaching • To enable participants to make connections between the ideas of science as practice to other classroom practices
53.	MSC903C	Overcoming the tensions and challenges for authentic science learning	This third course on science as practice aims to link the theoretical ideas and compare them with instructional practices of science as practice in k- 12 science classrooms. In

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			this course, participants will view and critique their personal professional knowledge of classroom practice through the theoretical paradigms of science a practice.
54.	MSC904	Alternative Conceptions and Conceptual Change in Science Learning	This course introduces constructive learning theories and conceptual change theories as well as methods to determine alternative conceptions in the context of science learning. It will create greater awareness of the difficulties in learning science, how to diagnose these difficulties, and how to design interventions to address them.
55.	MSC904B	Ways to diagnose alternative ideas in science	Student's alternative conceptions will impact their future learning as they will interpret the new learning in based on their prior understanding, giving rise to even more alternative conceptions. This course enables participants to develop diagnostic instruments to identify alternative conceptions in science- related topics so that these alternative conceptions can be addressed during instruction.
56.	MSC904C	Investigating and addressing alternative ideas in science	This course requires participants to develop a small-scale study to identify alternative conceptions of their samples in a science-related topic, implement the study and develop an intervention to address the alternative conceptions in a science-related topic determined in their small-scale study.
57.	MSC906	Representations & New Media in Science Education	Learning science involves students making sense of and generating multiple modes of representations (e.g., written text, images and mathematical symbols) that characterise science. Classroom teachers also make use multiple media and forms of representations to present the subject matter and shape their students conceptual understanding. This course will offer participants an overview of the theories and analytical tools so that participants are able to examine representations and media that are used in research and in classroom practice. In addition, participants will apply the theories learned to analyse representational artifacts commonly used in the teaching of science (e.g., diagram, textbook), including the use of new media such as simulation and video to determine their efficacy in supporting student learning.

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58.	MSC906C	Constructing representations for teaching science	This third course on multiple representation for science learning and teaching aims to construct representations considering its implementation and assessment in science classroom. In this course, participants will analyse science learning using the analytic framework of multiple representation and design a constructing representation activity to support students' science learning.
59.	MSE902	Human Development	This course examines the major dimensions of typical and atypical physical, cognitive, moral, emotional and social developments in relation to the patterns of growth, stability and change, which occur across the lifespan. The impact of biological, psychological, and social challenges on human development will be explored. An ecological perspective will be utilized to understand the individual, family, community, and society issues related to these challenges. A range of developmental learning theories will be introduced to help explain different outcomes in terms of learning, personality, behaviour, mental capacities and processes, and the influences of culture and language. Alongside the general theories of human development, disability will be introduced through a life course approach to offer an alternative framework for thinking about disability as it affects people of all generations and at all points of life course transition. This perspective is important, because it highlights how disabling societies and practices affect the population under consideration i.e. children, young people and adults, helping us to understand life course transitions in a collective way, and how this shapes our understanding of disability in the social world. Participants will be encouraged to link theoretical perspectives and empirical studies with their roles as educators in order to help them develop the necessary understanding and skills to assist others in navigating life's present and future challenges.
60.	MSE911	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.

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61.	MSE913	Curriculum Design and Development	This course introduces curriculum design and development models and practices pertinent to the field of special education. Students will demonstrate the why, what and how of curriculum design and development. Effective teaching and learning requires a renewed focus on the unique needs of individual learners and an understanding of differentiated curricula and pedagogies to meet the needs of these learners. This course aims to offer the knowledge and skills to develop appropriate curricula and instructional approaches to accommodate learners with diverse needs ranging from those with high support needs to those who are gifted and talented.
62.	MSE915	Assessment of Children and Youth with Special Needs	The increased identification of children with special needs entails a more nuanced approach towards educational programming. The diverse profile that students with special needs requires a detailed assessment of their individual strengths and needs. This course offers an introduction to assessment and testing of children with special needs. It combines the introduction of the theories and concepts in assessment, with evidence-based practices when assessing children. Participants in this course will have direct experiences with screening, standardized, criterion-referenced, and behavioral assessment. Through these experiences, they will link the theories and concepts in measurement and child development with the practical guidelines, procedures, and applications.
63.	MSL901	Foundations in Science of Learning	The Science of Learning (SoL) frontier draws upon a science-based understanding of the effectiveness of education methods as well as develop new teaching and learning strategies that can lead to actionable and scalable interventions for enhanced learning outcomes. Rapid developments in neural and physiological imaging technologies afford opportunities for a science-based understanding of the effectiveness of education methods as well as develop innovative pedagogies and classroom practices to realise better learning outcomes of learners.

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			With an evolving education landscape, there exists a need to contribute to the understanding of the principles and practices that optimally support teaching and learning across the life-long learning trajectory- from infant to adulthood, with a focus on enhancing learning across diverse learner profiles e.g. (at-risk, mainstream) in Singapore's classroom learning environment. This proposed course aims to address a key gap that exists in the translation of scientific research evidence into pedagogical practice. Specifically, the course will provide participants with the necessary foundational, broad-based understanding in philosophies and theories of the science of learning that draws upon educational neuroscience work. Strong grounding of the theoretical basis for science of learning will facilitate translation pathways of scientific research findings towards innovative learning designs and technological tools that are relevant and useful in current learning contexts.
64.	MSL901A	Developments in Science of Learning	The issue of optimizing learning is one that has been unpacked and understood from multiple perspectives, ranging from philosophical to sociological. Such endeavours have problematized and shed light on concepts such as one's ability and propensity to learn, as well as the process of learning and the factors that influence it. While the current discourse on learning is indeed rich, a science-based perspective is not yet prominent outside of the research community. Adopting a Science of Learning lens to examining issues related to optimizing learning can help create a deeper understanding of the concept of learning. More specifically, it gives us additional and unprecedented tools to evaluate how we currently think about, understand and approach the issue of learning, and also put us in a better position to understand the factors that constitute effective education methods and classroom practices. This course aims to help build the groundwork for Science of Learning theories to be applied to learning, and in turn, teaching. The theoretical implications of Science of Learning on optimizing learning will be explored in the context of educational trends and developments. Participants will have the opportunity to examine and evaluate the effectiveness of current education methods from a neuroscience perspective as well as be exposed to future-ready pedagogies in the Science of Learning.

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65.	MSL901B	Cognitive and Affective Science of Learning	Learning is a complex process that simultaneously taps and relies on a wide variety of internal and external factors. Until recently, the examination of underlying factors of learning could only be measured through indirect indicators. However, rapid developments in neural and physiological imaging have afforded us opportunities for a science-based understanding human learning. Equipped with more targeted tools for examining learning at the biological level, new and uncharted territories in the application of neuroscience theories are now being explored from critical cognitive and affective lenses.
66.	MSL901C	The 'science' of Human Learning	Key insights from the science of learning and development are that the brain and the development of intelligences and capacities are malleable, and the “development of the brain is an experience-dependent process” (Cantor et al., 2018, p. 5), which activates neural pathways that permit new kinds of thinking and performance. As a function of experiences, the brain and human capacities grow over the course of the entire developmental continuum and across the developmental spectrum (physical, cognitive, affective) in interactive ways. The contributions of a science-based understanding of learning are illuminating, particularly due to the affordances of developments in neural and physiological imaging technologies. This course focuses on mechanisms of learning that can meaningfully inform and improve teaching practices and learning outcomes. It 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.
67.	MSL904	Educational Neuroscience: Principles, Perspectives, Practices	Advances in imaging techniques, behavioural and psychological research enable the integration of disciplines that investigate human learning, opening up possibilities for the enhancement, update and eventually the reform of educational theories and practices. The field of educational neuroscience and its potential contributions to educational research is now more pronounced than before. Apart from shedding light on brain mechanisms that underpin cognitive and social learning development, research on brain

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			science is also contributing towards neurobiological evidence-based interventions that are addressing educational concerns. These include issues such as i) early learning struggles and early intervention, ii) challenges that individual differences pose, iii) effectiveness of educational and treatment approaches to cognitive struggles and deficits, iv) widening possibilities that brain plasticity brings to normal (e.g. life-long learning) and more. Such a neuroscience and education convergence not only carry multiple implications for educational policy but at the same time, foregrounds the mutual benefits of the interaction between neurobiology and education, as education may also conceivably offer a naturalistic framework for research on the brain. This course is designed to follow the 'Foundations in Science of Learning' course, and although it is not necessary to have taken this course previously, students will be expected to undertake some specified pre-reading.
68.	MSL904A	Theories of Educational Neuroscience	The process of learning has been investigated, unpacked and broken down by many scholars in history in the hopes of shedding light on this complicated and multifaceted process. In recent years, advances in imaging technologies have allowed researchers unprecedented access to brain mechanisms that underpin cognitive and social learning development. This has allowed a neurological lens to be applied to our current understanding, as well as the continued investigation of the process of learning. This course will provide students with the theoretical foundations needed to understand the process of learning at the neural level. It will also expose students to the technological advancements made in neuroscience and how these advancements have aided us in our understanding of education.
69.	MSL904B	Perspectives in Educational Neuroscience	Learning is a process that takes place across multiple locations at once. As different parts of the brain work together to facilitate the complex process of learning at the neural level, the learner's physiological state and simultaneous interactions with their learning environment work to either hinder or aid the process. As such, the full picture of learning can only emerge when it is painted from multiple perspectives as well as intersections of these diverse perspectives. This course will introduce students to the different perspectives in educational neuroscience, including that of cognition,

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			neuroscience, developmental cognitive neuroscience, educational psychology, educational technology, education theory and other related disciplines.
70.	MSL904C	Social Neuroscience	This course provides an overview of topics in the emerging field of Social Neuroscience. The course focuses on how theories and methods of neuroscience may be used to address classic questions of social psychology from new and informative angles. The goal of this course is to provide a broad background in social neuroscience research and methods.
71.	MSL907A	Translational Research: An Overview	Translational research is a bidirectional process that involves multidisciplinary integration and the goal of translational research is to speed up scientific discovery into community benefit. This course provides an overview of key concepts and methodologies in translational research.
72.	MSL907B	Ethical Concerns of Translating Educational Neuroscience	The prospect of translating theoretical findings into practical actions is one that excites and motivates educators and researchers. However, this process of translation is often one that is riddled with ethical concerns. This course will provide students with a broad overview of translating educational neuroscience research into educational practices, focusing on issues of ethical concerns.
73.	MSL907C	Science of Learning: From Theory to Practice	Much effort has been put into closing the gap between research findings and the practical application of the findings. However, efficacious translation from science of learning research to education and policymaking continues to have challenges, made particularly pronounced when there is a lack of communication between researchers and practitioners. Additionally, despite continued efforts, concerns surrounding the feasibility of translating science of learning research findings into education contexts where there is a high degree of individual variation still remain unaddressed. This course will help students to evaluate existing interventions situated within the sphere of science of learning.
74.	MTC901	Nurturing Learners and Learning	In this course, participants will be introduced to:

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			1) The art and science of positive education to encourage and support students thriving and flourishing. Participants will be introduced to the concepts of flourishing and well-being and gain an overview of the principles of Positive Education and how it can help school communities to flourish. This course explores the benefits of Positive Education, the underlying research that guides teaching practice and interventions drawn from successful frameworks of social-emotional learning, mental health and positive psychology. Participants will have the opportunity to reflect on how the concepts in the domain areas of positivity, positive relationships, positive engagement and positive accomplishment can be nurtured and embedded in classroom and school contexts. 2) The science of positive psychology to encourage and support schools and individuals to flourish. Participants will be introduced to the concept of wellbeing and its constituent components, with specific focus on Character Strengths and Mindfulness. Hence, participants will have the opportunity to develop and practice the skills, knowledge and strategies needed to enhance their students, children's or employees well-being, while developing their character strengths and mindfulness. 3) The concept of motivation and the various approaches to motivational studies, namely the behaviourist, humanistic, cognitivist and socio-cultural perspectives. They will explore the factors influencing learner motivation, and the reasons why some learners are more motivated than others. Finally, they will have the opportunity to develop and apply the skills, knowledge and strategies needed to enhance their students, children's or employees motivation to learn.
75.	MTC901A	Enhancing Learner Wellbeing, Positive Education Purpose and Practice	Martin P. Seligman suggests that the field of education, particularly as far as the younger generation is concerned, should turn to look to the future, should focus on positive emotions, social commitment, the search for meaning, for harmony in human relations; on positive achievements, volition, and freedom, as well as upon health and growth (Seligman, 2011). The high prevalence worldwide of depression among young people, the small rise in life satisfaction, and the synergy between learning and positive emotion all argue that the skills for happiness and wellbeing should be taught in schools.

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			There is substantial evidence from well controlled studies that skills that increase resilience, positive emotion, engagement and meaning can be taught to schoolchildren. More well-being is synergistic with better learning. Increases in wellbeing are likely to produce increases in learning, the traditional goal of education. Positive mood produces broader attention (Fredrickson, 1998; Bolte et al., 2003; Fredrickson & Branigan, 2005; Rowe et al., 2007), more creative thinking (Isen et al., Estrada et al., 1994). In view of these worthwhile desired outcomes, this course seeks to introduce participants to the art and science of positive education to encourage and support students thriving and flourishing. Participants will be introduced to the concepts of flourishing and well-being and gain an overview of the principles of Positive Education and how it can help school communities to flourish. This course explores the benefits of Positive Education, the underlying research that guides teaching practice and interventions drawn from successful frameworks of social-emotional learning, mental health and positive psychology. Participants will have the opportunity to reflect on how the concepts in the domain areas of positivity, positive relationships, positive engagement and positive accomplishment can be nurtured and embedded in classroom and school contexts.
76.	MTC901B	Enhancing Learner Wellbeing, Character Strengths and Mindfulness	Positive education is a paradigm that combines traditional education focused on academic skill development with approaches that nurture wellbeing and promote good mental health (Seligman, 2011). In the process, students' social, emotional, moral and intellectual facets are developed (Waters, 2011). Significant to this perspective is the scientific inquiry into factors and strategies that promote wellbeing from a preventive and proactive rather than deficit model (Ahern, 2017). In view of this inherently worthy goal, this course seeks to introduce participants to the science of positive psychology to encourage and support schools and individuals to flourish. Participants will be introduced to the concept of wellbeing and its constituent components, with specific focus on Character Strengths and Mindfulness. Hence, participants will have the opportunity to develop and practice the skills, knowledge and strategies needed to enhance their students', children's or employee's well-being, while developing their character strengths and mindfulness.
77.	MTC901C	Enhancing Learner Motivation	In addition to good teaching, what makes an effective teacher is the possession of an inherent ability to understand what motivates students to learn and why. This course introduces participants to the latest theories, research and applications of motivation

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			and engagement in learning and teaching. Participants will first be introduced to the concept of motivation and the various approaches to motivational studies, namely the behaviourist, humanistic, cognitivist and socio-cultural perspectives. They will explore the factors influencing learner motivation, and the reasons why some learners are more motivated than others. Finally, they will have the opportunity to develop and apply the skills, knowledge and strategies needed to enhance their students', children's or employees' motivation to learn.
78.	MTC902	Designing Curriculum: Theory and Practice	A good understanding of the elements of curriculum and the complex factors and relationships that contribute to or otherwise influence curriculum design and enactment can provide educators with new insights into their relationship with curriculum and the roles they do and can play in curriculum design and enactment. This course expands participants' understanding of curriculum beyond the narrow conception of curriculum as "a plan that teachers simply deliver" and invites them to use different conceptual tools and perspectives to examine their personal experiences with curriculum. In this way, the course helps participants to reconsider teachers' agency and responsibilities in curriculum designing and enactment and bring about improvements in curriculum practice.
79.	MTC902A	The Teacher and the Curriculum	This course invites participants to critically examine their lived experiences and views about curriculum, curriculum designing, and curriculum practice through different perspectives— philosophical, historical, socio-political, psychological, and pragmatic. Participants will encounter key concepts and theories in curriculum studies as well as philosophical, sociopolitical, and practical considerations that have a bearing on the design and enactment of a curriculum. Throughout the course, participants will have several opportunities to examine their views about curriculum and reconsider their personal purpose and role(s) in curriculum design and enactment. In addition, they will also explore various curriculum practices, such as the use of formative assessments, inquiry-based learning, project-based learning, differentiated instruction, epedagogies, etc., in relation to educational philosophy, history, sociology, psychology and their personal educational beliefs and values.

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80.	MTC902B	The Elements of Curriculum and Curriculum Designing	This course guides participants in the analysis and evaluation of existing curricula and curriculum practices. This includes critical discussions of how educational objectives, subjects, programmes, and teaching approaches (e.g., differentiated instruction, formative assessment, inquiry-based learning, project-based learning, e-padagogy, etc.) are typically understood, selected, designed, and applied. Participants will explore the various factors and considerations that influence curriculum decisions and examine curricular consequences beyond those immediately related to explicitly stated educational objectives, such as the inevitable and often inadvertent shaping of teachers' and students' beliefs and attitudes about education and learning. They will come to appreciate curriculum designing as fundamentally a situated cognitive activity.
81.	MTC902C	Teachers as Curriculum Designers	The centrepiece of this course is a curriculum design project. Through this project, participants will develop deeper conceptual understandings of the interrelationships among the various elements of curriculum and the many factors and considerations that influence the design and enactment of a curriculum, as well as appreciate the larger ethical and practical implications of teacher interpretation and agency in classroom curriculum designing. The course culminates in an invitation to participants to synthesise and consolidate what they have learned in The Teacher and the Curriculum course and The Elements of Curriculum and Curriculum Designing course and critically review their beliefs about curriculum and curriculum designing.
82.	MTC903A	Assessment for Learning: An overview of theory and practice	Assessment for Learning (AfL) is referred to ubiquitously in Singaporean classrooms, but its meanings, implications and applications in schools and wider workplace learning contexts are less clear. This course gives an overview of the discourse of AfL and formative assessment, against its varied and different theoretical constructions from Anglophone countries (e.g. USA and UK), before examining regional case studies from more recent times. Through group discussions and examples of current practices, participants are guided to critically examine and interact with their perceptions and practices of AfL, permeating day-to-day classroom work.
83.	MTC903B	Assessment for Learning: Deep dive into issues and possibilities	The course aims to problematize AfL using social-cultural lens, while also situating it within subject specific (or work/industry) issues, school policy and wider societal realities in Singapore. The construction and/or revision of formative assessment rubrics is used

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			as a launch pad to discuss optimal changes in classrooms or workplace to enhance learning.
84.	MTC903C	Assessment for Learning: Putting it together	The course begins by revisiting the tensions between different AfL agendas particularly from social-cultural perspective before examining the society/school-wide, teachers and students' teaching/learning conditions, processes, functions and outcomes of efficacious practices of AfL.
85.	MTC904	Facilitating Learning in the Digital Age	With the advent of the digital age, the profile of the learners in the education system has changed dramatically. It is, therefore, imperative that educators evaluate their instructional strategies for designing learning and adapt existing practices to better meet the learning needs and preferences of the digital generation. This is to empower them to handle the complex challenges of a highly globalised and digitised world. Rethinking pedagogy for the 21st century is as crucial as identifying the new competencies that today's learners need to develop in this digital age. This course explores the pedagogies, learning environments, theories, perspectives and considerations on the use of various digital media technologies to develop 21st century competencies and skills in the learners.
86.	MTC904A	Facilitating Learning in the Digital Age: Part 1 Digital Learning – The tripartite relationship	Participants will be introduced to the fundamentals of facilitating learning in the digital age. They will explore the changing role of educators and learners and how to effectively facilitate learning in the digital age. They will also critically evaluate how learning through digital technologies can transcend the physical learning space and the changes that need to be adopted in pedagogy to align with that reality. Using a blended learning approach, participants will experience e-pedagogy first hand - how learning is facilitated seamlessly from one learning space to another through technology mediation.
87.	MTC904B	Facilitating Learning in the Digital Age: Part 2 Digital Learning – Theory-practise nexus	Participants will explore the design considerations for learning with digital tools. They will examine the theoretical foundations that underpin learning with digital tools. They will apply these key concepts in designing meaningful learning activities and experiences for their learners. The participants will also learn how the data presented to them in terms of the student artefacts can be used to differentiate instructions using technology tools to better enhance their students' learning.

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88.	MTC904C	Facilitating Learning in the Digital Age: Part 3 Digital Learning – Critical perspectives and deepening understanding	Participants will recall the key concepts that determine effective learning through the use of technology tools. They will critically explore and examine the challenges and effectiveness in the various facilitation approaches to learning in the digital age. Participants will deepen their understanding of how and why learning needs to be differentiated and how this can be facilitated through technology tools. They will develop an understanding of how to utilise the visible thinking and information available through the students' artefacts via the digital platforms to enhance their lesson design for their learners. They will deepen their understanding through exploration of affordances of suitable technology tools and pedagogies.
89.	MTD903	Instructional Design Models and Practices	This course provides participants with an understanding of the process of systematic instructional design and how it can be executed in practice. Participants will explore the pros and cons of different instructional design models. Using an experiential learning approach, participants will execute instructional design projects to analyze, design, develop, implement, and evaluate training they have designed. Students will also examine the instructional design models versus their own workplace practices through online discussions.
90.	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.

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91.	MTD909	E-learning tools for Training	In the new information age, many traditional classroom courses or training programs need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice. Through readings, online learning, discussions, and hands-on activities, participants will be able to: • Compare the pros and cons of various web-based tools for training • Compare the pros and cons of various e-learning authoring tools; • Design and develop e-learning lessons by using appropriate tools. • Identify key features of a learning management system and to use a web-based LMS • Apply techniques in digital video production from pre-production, production to post-production to produce an interview video and a training video
92.	MTD913A	Teaching and Learning in Higher Education: Foundations	The Teaching and Learning in Higher Education course aims to provide a supportive environment for early career faculty, within which you can develop your practical skills and understanding of teaching in higher education. This is the first of a three-part series, in which we will explore the current landscape of teaching in higher education and discuss your roles and responsibilities as academics within the context of your own university. We will draw on current literature and different learning perspectives to reflect on issues within your own teaching context.
93.	MTD913B	Teaching and Learning in Higher Education: Course Design	In this second part of the Teaching and Learning in Higher Education course, we will explore a course design approach using the principle of constructive alignment. As you engage in designing your own course, you will reflect on what your students should be able to do by the end of your course, and how to communicate your expectations clearly to your students in a course outline. In addition, we will consider the role of assessment in teaching and learning. Using the SOLO Taxonomy, we will design assessments that

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			align to learning outcomes, and encourage higher levels of thinking. Finally, we will examine effective teaching activities used to engage students for both large- and small-class teaching.
94.	MTD913C	Teaching and Learning in Higher Education: Reflective Practice	In this third part of the Teaching and Learning in Higher Education course, we aim to understand and apply best practices in university teaching. Through this course, you will develop a critical and reflective mindset by closely examining your own teaching and drawing insights from your students' feedback and responses to your teaching. Finally, you will learn to assemble a Teaching Portfolio that highlights your purposeful teaching intentions and showcases the impact of your teaching.
95.	MTD914	Facilitate teaching and learning with technology	Integrating technology to facilitate teaching and learning in Higher Education is a complex endeavour that requires careful consideration of technology and pedagogy. Using the technological pedagogical content knowledge (TPACK) framework, the course will discuss the types of knowledge that educators/ trainers needed in order to enhance learning with technology. It will engage educators/ trainers to review their lessons and facilitate the re-design of lessons through the TPACK framework. At the end of the course, the participants will be able to draw from various sources of knowledge to create technology integrated lesson.
96.	MGE900	Communication in the Digital Age	This course demonstrates and explains new approaches to language use and communication in the digital age. The central idea is to experience directly what it is like to compose and share with others a text that combines a range of ways of representing knowledge (e.g., images, sounds, gestures, movie clips) for different purposes (e.g., storytelling, comparison, documentary, entertainment or education). During the course, there will be frequent opportunities to discuss current ideas and practices in contemporary communication, consider various real-world examples (e.g., Whatsapp, Instagram, YouTube and Facebook), learn with and from others and see the things and events around us in new and exciting ways. This is a blended learning course delivered through face-to-face and online sessions (e.g., Zoom)

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97.	MGE902	Basic Concepts and Techniques in Qualitative Data Analyses	This course aims to introduce participants to the methodology and methods behind qualitative research. It also aims to engage participants with fundamental notions such as the knowledge and viewpoints that frame the qualitative research paradigm and the common qualitative research methods which are often used within it. Participants will be provided with hands on opportunities to engage with the key ideas intellectually and put them into practice through mini assignments involving data analysis.
98.	MGE905	Introduction to Data Science in Education Research	This course focuses on data science in education. The course introduces participants to fundamental knowledge of data science, artificial intelligence, and machine learning. The course also engages participants with hands-on practice to perform data exploration, visualization, and quantitative analysis.
99.	MUE901	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. By the end of the course, students should be able to: i) Articulate the historical underpinnings of music education in Singapore ii) Relate current thinking about the teaching and learning of music from an international perspective to the local context iii) Identify current issues within music education with theoretical and pedagogical understanding.
100.	MUE902	Philosophy of 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

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			(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
101.	MUE903	Popular Culture and ICT in Music Education	This course consists of two main components. Firstly, it examines the development and practice of popular musics through practical sessions and critical review, and explores fundamental concepts and issues on their applications and implications in the music classroom. Secondly, it provides a theoretical basis for developing music curriculum and pedagogy for schools by examining ways in which ICT is used in music and music education. • Popular musics and their significance in music education. • Development of popular musics from its Anglo-American Roots; development of vernacular pop musics in Asia such as J pop, K pop, Bhagra, Mat-Rok and Canto-Mando pop. • Exploring musical genres: Rhythm & Blues, Funk, Soul, Blues, Rock & Roll, Rock, Fusion Rock, Heavy Metal and standard Top 40's 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.