

GRADUATE PROGRAMMES AUGUST 2025 SEMESTER

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Last Update: 22 August 2025

^ Please refer to the "Aug 2025 Course Synopses" on the following page after the timetable.

Online Course Registration:
Current Students
07 July 2025 (9am) to 09 July 2025 (5pm)

Add/Drop Period:
08 Aug 2025 (9am) to 22 Aug 2025 (5pm)

New Students
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Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts (Applied Linguistics)	MAE900	Research Methodology in Applied Linguistics	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE3-01-TR304	(Coordinator) Assoc Prof Vahid Aryadoust, vahid.aryadoust@nie.edu.sg/ Assoc Prof Rita Elaine Silver, rita.silver@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE902	Language Acquisition Studies	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE3-01-TR310	(Coordinator) Asst Prof Jasper Sim Hong, jasper.sim@nie.edu.sg/	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE903	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	19	14-Aug-25	Thursday, 18:00 - 21:00	NIE3-01-TR312	(Coordinator) Dr Christine Anita Xavier, christine.xavier@nie.edu.sg/	MAAL students	Graduate students	Scheduled together with EDEL901 (TG01)
Master of Arts (Applied Linguistics)	MAE903	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 2	24	14-Aug-25	Thursday, 18:30 - 21:30	The Arc, LHN-TR+29	(Coordinator) Dr Christine Anita Xavier, christine.xavier@nie.edu.sg/ Ms Choo Li Lin	MAAL students	Graduate students	Scheduled together with EDEL901 (TG02)
Master of Arts (Applied Linguistics)	MAE904	Language Teaching Methodology	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE5-01-TR504	(Coordinator) Dr Lim Ching-Tse Donna, donna.lim@nie.edu.sg/	MAAL students	Graduate students	Scheduled together with EDEL906
Master of Arts (Applied Linguistics)	MAE904	Language Teaching Methodology	4	Tutorial Group 2	25	11-Aug-25	Monday, 18:00 - 21:00	NIE5-01-TR505	(Coordinator) Dr Lim Ching-Tse Donna, donna.lim@nie.edu.sg/Dr Willy Ardian Renandya, willy.renandya@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE905	Language Curriculum: Theory & Practice	4	Tutorial Group 1	25	15-Aug-25	Friday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Dr Loh Kok Khiang Jason, jason.loh@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE909	The Culture and Conventions of Academic Writing	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Prof Icy Lee, icy.lee@nie.edu.sg/	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE916	Critical Literacy: Theory, Practice, and Research	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE3-01-TR318	(Coordinator) Prof Icy Lee, icy.lee@nie.edu.sg/ Dr Sally Ann Jones, sally.jones@nie.edu.sg	MAAL students	Graduate students	Scheduled together with EDEL904
Master of Arts (Applied Linguistics)	MAE919	Second Language Phonology	4	Tutorial Group 1	15	13-Aug-25	Wednesday, 13:00 - 16:00	TLDC (NIE3-B1-02)	(Coordinator) Asst Prof Geraldine Kwek, geraldine.kwek@nie.edu.sg/	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE923	Language Assessment in the Digital Age	4	Tutorial Group 1	25	14-Aug-25	Thursday, 17:30 - 20:30	NIE3-01-TR306	(Coordinator) Assoc Prof Vahid Aryadoust, vahid.aryadoust@nie.edu.sg/	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 1	10	13-Aug-25	Wednesday, 18:00 - 20:00	NIE5-01-TR505	(Coordinator) Dr Guo Libo, libo.guo@nie.edu.sg/ Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	MAAL students	MAAL students	
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 2	10	15-Aug-25	Friday, 18:00 - 20:00	NIE3-01-TR303	(Coordinator) Dr Guo Libo, libo.guo@nie.edu.sg/ Dr Willy Ardian Renandya, willy.renandya@nie.edu.sg	MAAL students	MAAL students	
Master of Arts (Applied Psychology)	MAP819	Psychological Disorders Across the Life Span	3	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-01-TR213	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg	MAAP 2025 Intake students	MAAP 2025 Intake students	
Master of Arts (Applied Psychology)	MAP902	Research Methods and Statistics in Applied Psychology	4	Tutorial Group 1	25	15-Aug-25	Friday, 13:00 - 17:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MAAP 2025 Intake students	MAAP 2025 Intake students	
Master of Arts (Applied Psychology)	MCP809	Theories and Techniques of Counselling	3	Tutorial Group 1	4	13-Aug-25	Wednesday, 14:00 - 17:00	NIE7-01-TR717	(Coordinator) Asst Prof Jacqueline Lee Tilley, jacqueline.tilley@nie.edu.sg/ Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg	MAAP 2023 & 2024 Intake CP students	MAAP 2023 & 2024 Intake CP students	

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Add/Drop Period:
08 Aug 2025 (9am) to 22 Aug 2025 (5pm)

New Students
08 July 2025 (9am) to 09 July 2025 (5pm)

Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts (Applied Psychology)	MCP815	Family and Marital Counselling	3	Tutorial Group 1	10	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-01-TR216	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Dr Chua Wei Bin, weibin.chua@nie.edu.sg	MAAP 2023 & 2024 Intake students	MAAP 2023 & 2024 Intake students	Cross-listed with MAC820
Master of Arts (Applied Psychology)	MCP817	Vocational Assessment and Career Counselling	3	Tutorial Group 1	11	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR214	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Dr Jeffrey Chan Wai Meng	MAAP 2023 & 2024 Intake students	MAAP 2023 & 2024 Intake students	
Master of Arts (Applied Psychology)	MCP823	Complex Traumatic Stress in Children and Adolescents	3	Tutorial Group 1	12	12-Aug-25	Tuesday, 18:00 - 21:00	NIE7-01-TR719	(Coordinator) Asst Prof Yong Ming Lee, minglee.yong@nie.edu.sg/	MAAP 2023 & 2024 Intake students	MAAP 2023 & 2024 Intake students	
Master of Arts (Applied Psychology)	MCP832	Practicum in Counselling Psychology I	6	Tutorial Group 1	25	11-Aug-25	Monday, 14:00-17:00	Individual Arrangements	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Mr Muhammad Haikal Bin Jamil, haikal.jamil@nie.edu.sg	MAAP 2023 & 2024 Intake CP students	MAAP 2023 & 2024 Intake CP students	
Master of Arts (Applied Psychology)	MCP833	Practicum in Counselling Psychology II	6	Tutorial Group 1	25	11-Aug-25	Monday, 14:00-17:00	NIE Wellness Centre Room 5	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Mr Muhammad Haikal Bin Jamil, haikal.jamil@nie.edu.sg	MAAP 2023 & 2024 Intake CP students	MAAP 2023 & 2024 Intake CP students	
Master of Arts (Applied Psychology)	MCP931	Practicum in Counselling Psychology I @ Workplace	9	Tutorial Group 1	10	12-Aug-25	Tuesday, 18:00-20:00	NIE Wellness Centre Room 5	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Dr Chua Sook Ning, sookning.chua@nie.edu.sg	MAAP 2025 Intake CP students	MAAP 2025 Intake CP students	
Master of Arts (Applied Psychology)	MEP832	Practicum in Educational Psychology I	6	Tutorial Group 1	25	16-Aug-25	Individual Arrangements	Individual Arrangements	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/	MAAP 2023 & 2024 Intake EP students	MAAP 2023 & 2024 Intake EP students	
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:00-20:00	NIE2-01-TR215	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Chew Yee See Chelsea, chelsea.chew@nie.edu.sg	MAAP 2023 & 2024 Intake EP students	MAAP 2023 & 2024 Intake EP students	
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 2	25	20-Aug-25	Wednesday, 18:00-20:00	NIE2-01-TR215	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Chew Yee See Chelsea, chelsea.chew@nie.edu.sg	MAAP 2023 & 2024 Intake EP students	MAAP 2023 & 2024 Intake EP students	
Master of Arts (Applied Psychology)	MEP900	Basic Counselling Skills for Educational Psychologists	1	Tutorial Group 1	16	16-Aug-25	Individual Arrangements	Individual Arrangements	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Miss Ang Amanda, amanda.ang@nie.edu.sg	MAAP 2025 Intake EP students	MAAP 2025 Intake EP students	
Master of Arts (Applied Psychology)	MEP913	Psychoeducational Assessment for Educational Psychologists	4	Tutorial Group 1	16	11-Aug-25	Monday, 18:00-21:00	NIE2-B1-14 (Seminar Room)	(Coordinator) Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg/ Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/Dr Tan Chee Soon, cheesoon.tan@nie.edu.sg	MAAP 2025 Intake EP students	MAAP 2025 Intake EP students	
Master of Arts (Applied Psychology)	MEP926	Identifying Disabilities and Cognitive Behavioural Interventions in Educational Psychology	3	Tutorial Group 1	14	13-Aug-25	Wednesday, 14:00 - 17:00	NIE7-01-TR715	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Goh Kok Yew Shaun, shaun.goh@nie.edu.sg	MAAP 2023 & 2024 Intake EP students	MAAP 2023 & 2024 Intake EP students	
Master of Arts (Applied Psychology)	MEP931	Practicum in Educational Psychology I @ Workplace	9	Tutorial Group 1	8	15-Aug-25	Friday, 18:00-21:00	NIE2-01-TR215	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Chew Yee See Chelsea, chelsea.chew@nie.edu.sg	MAAP 2025 Intake EP students	MAAP 2025 Intake EP students	
Master of Arts (Applied Psychology)	MEP931	Practicum in Educational Psychology I @ Workplace	9	Tutorial Group 2	8	15-Aug-25	Friday, 18:00-21:00	NIE2-01-TR215	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Chew Yee See Chelsea, chelsea.chew@nie.edu.sg	MAAP 2025 Intake EP students	MAAP 2025 Intake EP students	
Master of Arts (Counselling and Guidance)	MAC810	Ethical, Legal and Professional Issues in Counselling	3	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR207	(Coordinator) Dr Tan Soo Yin, sooyin.tan@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC812	Life-Span Developmental Psychology	3	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE7-01-TR717	(Coordinator) Asst Prof Cheung Hoi Shan, hoishan.cheung@nie.edu.sg/ Dr Rebecca Ang, rebecca.ang@nie.edu.sg/	MACG students	MACG students	

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Master of Arts (Counselling and Guidance)	MAC813	Career Development and Counselling	3	Tutorial Group 1	21	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-01-TR214	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Jeffrey Chan Wai Meng	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC814	Theories of Counselling and Psychotherapy	3	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR209	(Coordinator) Assoc Prof Chong Wan Har, wanhar.chong@nie.edu.sg/ Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC818	Research Methodology and Statistical Analysis in Counselling	3	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE7-B1-18 Bernoulli Lab	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC820	Introduction to Family Counselling	3	Tutorial Group 1	8	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-01-TR216	(Coordinator) Dr Kit Phey Ling, pheying.kit@nie.edu.sg/ Dr Chua Wei Bin, weibin.chua@nie.edu.sg	MACG students	MACG students	Cross-listed with MCP815
Master of Arts (Counselling and Guidance)	MAC821	Mental Health and Community Counselling	3	Tutorial Group 1	19	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR213	(Coordinator) Asst Prof Yong Ming Lee, minglee.yong@nie.edu.sg/ Asst Prof Yong Ming Lee, minglee.yong@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC830	Practicum I	3	Tutorial Group 1	25	15-Aug-25	Friday, 18:00 - 21:00	NIE2-01-TR213	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Mr Boh Boon Tiong, boontiong.boh@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC830	Practicum I	3	Tutorial Group 2	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Isabelle Ong Gaffney Pei Ling, jennifer.ong@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC831	Practicum II	3	Tutorial Group 1	25	16-Aug-25	Individual Arrangements	Individual Arrangements	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/	MACG students	MACG students	
Master of Arts (Educational Management)	MEM902	Assessment Quality and Standards	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR211	(Coordinator) Asst Prof Chang Wen-Chia, wenchia.chang@nie.edu.sg/	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM903	Supervisory Leadership and Curriculum Design	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-01-TR206	(Coordinator) Assoc Prof David Ng Foo Seong, david.ng@nie.edu.sg/	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM910	Philosophy of Education	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE7-01-TR714	(Coordinator) Assoc Prof Chua Soo Meng, Jude, jude.chua@nie.edu.sg/	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM918	Globalisation, Educational Change and Pedagogical Reform	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-01-TR206	(Coordinator) Assoc Prof Tan Eng Thye, Jason, engthye.tan@nie.edu.sg/	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM932	Critical Inquiry	2	Tutorial Group 1	10	15-Aug-25	Friday, 17:30 - 19:30	NIE2-01-TR206	(Coordinator) Dr Wu Pinhui Sandra, sandra.wu@nie.edu.sg/	MAEM students	MAEM students	
Master of Arts (Instructional Design and Technology)	MID905	Foundation of Learning and Instruction	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	(Coordinator) Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg/ Dr Koh Ruilin, Elizabeth, elizabeth.koh@nie.edu.sg/Dr Tan Aik Lim, aiklim.tan@nie.edu.sg	MAIDT students	MAIDT students	
Master of Arts (Instructional Design and Technology)	MID915	Training Needs Assessment and Solutions	4	Tutorial Group 1	15	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	(Coordinator) Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg/	MAIDT students	Other graduate students to email instructor for approval	
Master of Arts (Instructional Design and Technology)	MID922	e-Learning Tools for Training	4	Tutorial Group 1	12	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	(Coordinator) Assoc Prof Wang Qiyun, qiyun.wang@nie.edu.sg/	MAIDT students	MAIDT students	
Master of Arts (Instructional Design and Technology)	MID944	Methods for Data Collection and Analysis for Instructional Design Projects	2	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	(Coordinator) Assoc Prof Chen Wenli, wenli.chen@nie.edu.sg/	MAIDT students	MAIDT students	

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Master of Arts (Instructional Design and Technology)	MID945	Capstone Project for Instructional Design	4	Tutorial Group 1	25	15-Aug-25	Friday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4) NIE2-02-04 (LSA ECL5 - BYOD) NIE2-02-03 (LSA ECL6 - BYOD)	(Coordinator) Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg/ Asst Prof Li Qiujie, qiujie.li@nie.edu.sg/ Assoc Prof Chen Wenli, wenli.chen@nie.edu.sg/	MAIDT students in final semester	MAIDT students in final semester	
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 1	25	11-Aug-25	Monday, 09:30 - 12:30	NIE3-01-TR309	(Coordinator) Dr Luo Qingming, qingming.luo@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 2	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE3-01-TR309	(Coordinator) Dr Luo Qingming, qingming.luo@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE3-01-TR320	(Coordinator) Dr Xu Feng, feng.xu@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 2	25	14-Aug-25	Thursday, 09:30 - 12:30	NIE3-01-TR320	(Coordinator) Dr Xu Feng, feng.xu@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 1	25	14-Aug-25	Thursday, 13:30 - 16:30	NIE3-01-TR304	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mr Shi Zhili, zhili.shi@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 09:30 - 12:30	NIE3-01-TR302	(Coordinator) Ms Ng Keow Eng, keoweng.ng@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 14:30 - 17:30	NIE3-01-TR304	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 2	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE3-01-TR304	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mdm Min Yu, yu.min@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Wong Lung Hsiang, lunghsiang.wong@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 1	25	14-Aug-25	Thursday, 09:30 - 12:30	NIE3-01-TR303	(Coordinator) Dr Chan Kwong Tung, kwongtung.chan@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 13:30 - 16:30	NIE3-01-TR319	(Coordinator) Dr Lim Seok Lai, seoklai.lim@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 2	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE3-01-TR319	(Coordinator) Dr Lim Seok Lai, seoklai.lim@nie.edu.sg/ Dr Du Xin, xin.du@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 1	25	15-Aug-25	Friday, 09:30 - 12:30	NIE3-01-TR307	(Coordinator) Dr Neo Peng Fu, pengfu.neo@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 13:30 - 16:30	NIE3-01-TR320	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Katherine Guangji Yuan, guangji.yuan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 2	25	15-Aug-25	Friday, 18:00 - 21:00	NIE3-01-TR320	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 3	25	14-Aug-25	Thursday, 09:30 - 12:30	NIE3-01-TR316	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 4	25	15-Aug-25	Friday, 09:30 - 12:30	NIE3-01-TR316	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 1	20	12-Aug-25	Tuesday, 18:00 - 21:00	NIE3-01-TR310	(Coordinator) Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg/	MATCIL students	MATCIL students	

GRADUATE PROGRAMMES AUGUST 2025 SEMESTER

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Last Update: 22 August 2025

^ Please refer to the "Aug 2025 Course Synopses" on the following page after the timetable.

Online Course Registration:
Current Students
07 July 2025 (9am) to 09 July 2025 (5pm)

Add/Drop Period:
08 Aug 2025 (9am) to 22 Aug 2025 (5pm)

New Students
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Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts (Teaching Chinese as an International Language)	MTCL912	Early Childhood Education in TCIL: Theory and Practice	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE3-01-TR308	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Ms Jiang Yingying, yingying.jiang@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE3-01-TR309	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mr Chen Liangcai, yaoyu.chen@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 2	25	15-Aug-25	Friday, 18:00 - 21:00	NIE3-01-TR309	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mr Ni Yongkai, yongkai.ni@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts in Humanities Education	MAS901	Issues and Research in Humanities Education	4	Tutorial Group 1	27	11-Aug-25	Monday, 17:30 - 20:30	NIE3-02-26 (Sustainability Learning Lab)	(Coordinator) Dr Tricia Seow, tricia.seow@nie.edu.sg/(Dr Suhaimi Afandi, suhaimi.afandi@nie.edu.sg	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS939	Action Research in Humanities Education: Theories and Practices	4	Tutorial Group 1	27	12-Aug-25	Tuesday, 17:30 - 20:30	NIE3-01-TR302	(Coordinator) Dr Sim Hwee Hwang, hweehwang.sim@nie.edu.sg/	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS944	Global Cities	4	Tutorial Group 1	27	14-Aug-25	Thursday, 17:30 - 20:30	NIE3-02-26 (Sustainability Learning Lab)	(Coordinator) Assoc Prof Das Diganta Kumar, diganta.das@nie.edu.sg/	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS947	Sociology of Education	4	Tutorial Group 1	27	13-Aug-25	Wednesday, 17:30 - 20:30	NIE3-02-32 (History Learning Lab)	(Coordinator) Assoc Prof Yang Peidong, peidong.yang@nie.edu.sg/	Graduate students	Graduate students	
Master of Arts in Professional Education (Training and Development)	MTD900	Professional Practice Inquiry Skills	2	Tutorial Group 1	30	15-Aug-25	Friday, 09:00 - 18:00	NIE2-02-05 (Education Computing Lab 4)	(Coordinator) Asst Prof Li Qiujie, qiujie.li@nie.edu.sg/	Part-time Year 2 and Full-time Year 1 MAPE students	Part-time Year 2 and Full-time Year 1 MAPE students	
Master of Arts in Professional Education (Training and Development)	MTD901	Professional Practice Inquiry Project	4	Tutorial Group 1	13	15-Aug-25	Friday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Assoc Prof Choy Doris, doris.choy@nie.edu.sg/	MAPE students in final semester	MAPE students in final semester	
Master of Arts in Professional Education (Training and Development)	MTD901	Professional Practice Inquiry Project	4	Tutorial Group 2	13	24-Oct-25	Friday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	(Coordinator) Assoc Prof Choy Doris, doris.choy@nie.edu.sg/	MAPE students in final semester	MAPE students in final semester	
Master of Arts in Professional Education (Training and Development)	MTD903	Instructional Design Models and Practices	4	Tutorial Group 1	30	11-Aug-25	Monday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Assoc Prof Choy Doris, doris.choy@nie.edu.sg/	Year 1 Aug 2025 intake MAPE students	Year 1 Aug 2025 intake MAPE students	
Master of Arts in Professional Education (Training and Development)	MTD907	Training Needs Assessment and Solutions	4	Tutorial Group 1	15	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	(Coordinator) Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg/	MAPE students	Other graduate students to email instructor for approval	
Master of Arts in Professional Education (Training and Development)	MTD909	E-learning tools for Training	4	Tutorial Group 1	11	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	TBA	MAPE students	Other graduate students to email instructor for approval	
Master of Arts in Professional Education (Training and Development)	MTD913	Teaching and Learning in Higher Education	4	Tutorial Group 1	3	15-Aug-25	Friday, 14:00 - 17:00	Venue @ NTU	TBA	MAPE students	MAPE students	
Master of Education (Art)	MEA901	Research and Issues in Art Education	4	Tutorial Group 1	25	11-Aug-25	Monday, 17:30 - 20:30	NIE3-B1-06 (Mac Centre)	(Coordinator) Dr Jennifer Wong, jennifer.wong@nie.edu.sg/	Graduate students	Graduate students	
Master of Education (Art)	MEA903	Arts Education and Technology	4	Tutorial Group 1	25	14-Aug-25	Thursday, 17:30 - 20:30	NIE3-B1-06 (Mac Centre)	(Coordinator) Dr Low Joo Hong, joohong.low@nie.edu.sg/	Graduate students	Graduate students	
Master of Education (Art)	MED902	Integrative Project	2	Tutorial Group 1	17	13-Aug-25	Wednesday, 17:30 - 19:30	NIE3-B1-06 (Mac Centre)	(Coordinator) Asst Prof Agnieszka Chalas, agnieszka.chalas@nie.edu.sg/	MED (Art) students	MED (Art) students	
Master of Education (Chinese Language)	MCL907	Chinese Language Curriculum Design and Instructional Materials Development	4	Tutorial Group 1	35	12-Aug-25	Tuesday, 18:00 - 21:00	NIE3-01-TR308	(Coordinator) Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg/ Mdm Wang Yanyan, yanyan.wang@nie.edu.sg	MED (CL) students	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Chinese Language)	MCL910	Chinese Language Testing and Assessment	4	Tutorial Group 1	35	13-Aug-25	Wednesday, 18:00 - 21:00	NIE3-01-TR301	(Coordinator) Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg/	MED (CL) students	Other Graduate students who have written to course coordinator to seek permission	

GRADUATE PROGRAMMES AUGUST 2025 SEMESTER

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Master of Education (Chinese Language)	MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	4	Tutorial Group 1	35	14-Aug-25	Thursday, 18:00 - 21:00	NIE3-01-TR301	(Coordinator) Mr Tay Choon Hong, choonhong.tay@nie.edu.sg/	MED (CL) students	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Chinese Language)	MED902	Integrative Project	2	Tutorial Group 2	25	11-Aug-25	Monday, 18:00 - 20:00	NIE3-01-TR301	(Coordinator) Dr Goh Hock Huan, hockhuan.goh@nie.edu.sg/	MED (CL) students	MED (CL) students	
Master of Education (Curriculum and Teaching)	MCT901	Curriculum: Theories and Issues	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-01-TR211	(Coordinator) Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg/	MED (C&T) students	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Curriculum and Teaching)	MCT901	Curriculum: Theories and Issues	4	Tutorial Group 2	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg/ Assoc Prof Jiang Heng, heng.jiang@nie.edu.sg	MED (C&T) students	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Curriculum and Teaching)	MCT902	Crafting the Curriculum	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-01-TR212	(Coordinator) Dr Teo Juin Ee, juinee.teo@nie.edu.sg/ Ms Ng Tien Ni Jenny, ng.jenny@nie.edu.sg/ Mr Lai Shang-Yi Jason Matthew, jason.lai@nie.edu.sg/	MED (C&T) and MAEM students	Graduate students	
Master of Education (Curriculum and Teaching)	MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 1	16	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR210	(Coordinator) Ms P Durka Devi, durka.devi@nie.edu.sg/ Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg	MED (C&T) and MSL students	Other Graduate students who have written to course coordinator to seek permission	Scheduled together with MAX902
Master of Education (Curriculum and Teaching)	MCT904	Understanding Teachers and Teaching: Theory and Practice	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR209	(Coordinator) Assoc Prof Fang Yanping, yanping.fang@nie.edu.sg/	MED (C&T) and MAEM students	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Curriculum and Teaching)	MCT905	Theories and Perspectives of Learning	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR212	(Coordinator) Dr Lim Tong Li, Christina, christina.ratnam@nie.edu.sg/	MED (C&T) students	Graduate students.	
Master of Education (Curriculum and Teaching)	MCT913	Differentiating Curriculum and Teaching for Diverse Learners	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 17:30 - 20:30	NIE2-01-TR212	(Coordinator) Assoc Prof Heng, Mary Anne, maryanne.heng@nie.edu.sg/	MED (C&T) and MAEM students	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Curriculum and Teaching)	MCT914	Globalization & Curriculum Reform	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 17:30 - 20:30	NIE2-01-TR209	(Coordinator) Assoc Prof Lim Tze-Wei Leonel, leonel.lim@nie.edu.sg/	MED (C&T) MAEM students (5)	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Curriculum and Teaching)	MCT921	Theory and Practice of Authentic Assessment	4	Tutorial Group 1	19	11-Aug-25	Monday, 17:30 - 20:30	NIE2-01-TR210	(Coordinator) Ms Lin Rongchan, rongchan.lin@nie.edu.sg/	MED C&T) students (16) MAEM students (3)	Other Graduate students who have written to course coordinator to seek permission	Cross-listed with MAX924
Master of Education (Curriculum and Teaching)	MCT933	Affirming Diversity and Culture in Teaching and Learning	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR211	(Coordinator) Assoc Prof Heng Tang Tang, tangtang.heng@nie.edu.sg/	MED (C&T) students	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Curriculum and Teaching)	MCT935	New Media and 21st Century Learning	4	Tutorial Group 1	21	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR207	(Coordinator) Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg/ Dr Wu Jing, jing.wu@nie.edu.sg	MED (C&T) and MAEM students	Other Graduate students who have written to course coordinator to seek permission	
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 3	50	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-01-TR211	(Coordinator) Assoc Prof Hairon Salleh, hairon.salleh@nie.edu.sg/	MED (C&T) students	MED (C&T) students	
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 21	17	15-Aug-25	Friday, 17:30 - 19:30	NIE2-01-TR214	(Coordinator) Dr Teo Juin Ee, juinee.teo@nie.edu.sg/	MED (C&T) students	MED (C&T) students	
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 22	17	15-Aug-25	Friday, 17:30 - 19:30	NIE2-01-TR207	(Coordinator) Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg/	MED (C&T) students	MED (C&T) students	
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 23	17	15-Aug-25	Friday, 17:30 - 19:30	NIE2-01-TR208	(Coordinator) Assoc Prof Jiang Heng, heng.jiang@nie.edu.sg/	MED (C&T) students	MED (C&T) students	

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Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 3	17	15-Aug-25	Friday, 17:30 - 19:30	NIE2-01-TR216	(Coordinator) Dr Wu Jing, jing.wu@nie.edu.sg/	MED (C&T) students	MED (C&T) students	
Master of Education (Developmental Psychology)	MDP901	Social and Emotional Development and Assessment	4	Tutorial Group 1	30	12-Aug-25	Tuesday, 18:00 - 21:00	NIE7-01-TR721	(Coordinator) Dr Darren Nonis, darren.nonis@nie.edu.sg/ Prof Ang Pei-Hui, Rebecca, rebecca.ang@nie.edu.sg/ Assoc Prof Vivien Huan	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 1	MED (DP): 22 Graduate Students: 3	13-Aug-25	Wednesday, 13:30 - 16:30	NIE2-01-TR213	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/	MED (DP) students (22) Graduate Students (3)	MED (DP) students	
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 2	MED (DP): 20 Graduate Students: 5	13-Aug-25	Wednesday, 18:00 - 21:00	NIE7-01-TR717	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/	MED (DP) students (22) Graduate Students (3)	MED (DP) students	
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 1	MED (DP): 19 Graduate Students: 6	11-Aug-25	Monday, 14:00 - 17:00	NIE2-01-TR211	(Coordinator) Dr Teo Chua Tee, chuatee.teo@nie.edu.sg/	MED (DP) students (19) Graduate students (6)	Graduate students	Other graduate students, please write in to course instructor to seek permission to register when quota is reached.
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 2	MED (DP): 18 Graduate Students: 7	13-Aug-25	Wednesday, 18:00 - 21:00	NIE3-01-TR305	(Coordinator) Dr Teo Chua Tee, chuatee.teo@nie.edu.sg/	MED (DP) PT students (18) Graduate students (7)	Graduate students	Other graduate students, please write in to course instructor to seek permission to register when quota is reached.
Master of Education (Developmental Psychology)	MDP906	Personality and Attitude Assessment	4	Tutorial Group 1	MDP (DP): 16 Graduate Students: 7	12-Aug-25	Tuesday, 14:00-17:00	NIE2-01-TR213 NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg/	MDP(DP) students (16) Graduate Students (7)	MED (DP) students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 1	MDP (DP): 19 Graduate Students: 5	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-01-TR213	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/ Dr Ng Aik Kwang, aikkwang.ng@nie.edu.sg	MED (DP) students (19) Graduate students:5	Graduate students	Other graduate students, please write in to course instructor to seek permission to register when quota is reached.
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 2	MDP (DP): 18 Graduate Students: 6	14-Aug-25	Thursday, 13:30 - 16:30	NIE2-01-TR215	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/ Dr Ng Aik Kwang, aikkwang.ng@nie.edu.sg	MED (DP) students (18) Graduate studentt (6)	Graduate students	Other graduate students, please write in to course instructor to seek permission to register when quota is reached.
Master of Education (Developmental Psychology)	MDP909	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	MED (DP): 15 Graduate Students: 3	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR215	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/	MED (DP) students (15) Graduate student (3)	Graduate students	Cross-listed with MAX914
Master of Education (Developmental Psychology)	MDP912	Gestures in learning and development: theory, research, practice	4	Tutorial Group 1	MED (DP): 20 Graduate Students: 5	14-Aug-25	Thursday, 18:00 - 21:00	NIE7-01-TR719	(Coordinator) Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg/	MED (DP) students (20) Graduate students (5)	Graduate students	
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 17	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-01-TR214	(Coordinator) Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg/	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 4	25	12-Aug-25	Tuesday, 13:30 - 16:30	NIE3-01-TR305	(Coordinator) Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg/Dr Sun Baoqi, baoqi.sun@nie.edu.sg/	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 17	MED (DP) PT: 5 MED (DP) FT: 3	11-Aug-25	Monday, 18:00 - 20:00	NIE5-01-TR503	(Coordinator) Dr Rosanne Jocson, rosanne.jocson@nie.edu.sg/	MED (DP) PT students (5) MED (DP) FT students (3)	MED (DP) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 18	MED (DP) PT: 5 MED (DP) FT: 3	14-Aug-25	Thursday, 18:00 - 20:00	NIE5-01-TR503	(Coordinator) Dr Betsy Ng Ling Ling, betsy.ng@nie.edu.sg/	MED (DP) PT students (5) MED (DP) FT students (3)	MED (DP) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 19	MED DP FT: 8	15-Aug-25	Friday, 14:00 - 16:00	NIE2-01-TR213	(Coordinator) Dr Teo Chua Tee, chuatee.teo@nie.edu.sg/	MED DP FT students: 8	MED (DP) FT students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 4	MED DP PT: 5 MED DP FT: 3	12-Aug-25	Tuesday, 18:00 - 20:00	NIE2-01-TR215	(Coordinator) Dr Wong Chuan Yuh Ethan, ethan.wong@nie.edu.sg/	MED (DP) PT students (5) MED (DP) FT students (3)	MED (DP) students	
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 1	25	11-Aug-25	Monday, 17:30-20:30	NIE2-01-TR202 NIE3-01-TR305	(Coordinator) Dr Rebecca Chan, rebecca.chan@nie.edu.sg/	MED (EC) Aug 2025 & Aug 2023 students	Graduate students	Please write to tutor for approval only when quota is filled up

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Master of Education (Early Childhood)	MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 17:30 - 20:30	NIE3-01-TR305	(Coordinator) Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg/	MED (EC) Aug 2025 FT, Jan 2025 PT & Aug 2024 PT students Please write to tutor for approval only when quota is filled up	Graduate students	Please write to tutor for approval only when quota is filled up
Master of Education (Early Childhood)	MEC903	Research Investigations in Early Childhood Education	4	Tutorial Group 1	25	14-Aug-25	Thursday, 17:30 - 20:30	NIE2-01-TR215	(Coordinator) Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg/	MED (EC) Aug 2025 FT, Jan 2025 FT & Aug 2024 PT students	Graduate students	Please write to tutor for approval only when quota is filled up
Master of Education (Early Childhood)	MEC906	Curriculum Design and Development in Early Childhood Education	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 17:30 - 20:30	NIE3-01-TR306	(Coordinator) Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg/	MED (EC) Aug 2024 & Jan 2025 students Please write to tutor for approval only when quota is filled up	Graduate students	Please write to tutor for approval only when quota is filled up
Master of Education (Early Childhood)	MEC909	Professionalism in Early Childhood Education	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 17:30 - 20:30	NIE2-01-TR216	(Coordinator) Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg/	MED (EC) Jan 2024, Aug 2024 & Jan 2025 students Please write to tutor for approval only when quota is filled up	Graduate students	Please write to tutor for approval only when quota is filled up
Master of Education (Early Childhood)	MEC910	Pedagogy in Early Childhood Education	4	Tutorial Group 1	25	15-Aug-25	Friday, 17:30-20:30	NIE2-01-TR202 NIE3-01-TR305	(Coordinator) Dr Rebecca Chan, rebecca.chan@nie.edu.sg/	MED (EC) Jan 2024, Aug 2024 & Jan 2025 students Please write to tutor for approval only when quota is filled up	Graduate students	Please write to tutor for approval only when quota is filled up
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 6	26	14-Aug-25	Thursday, 17:30 - 20:30	NIE2-01-TR210	(Coordinator) Assoc Prof Tan Ai Girl, aigirl.tan@nie.edu.sg/	MED (EC) Aug 2025 & Aug 2023 students	MED (EC) students	Please write to tutor for approval only when quota is filled up
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 6	11	12-Aug-25	Tuesday, 17:30 - 19:30	NIE7-01-TR717	(Coordinator) Asst Prof Cheung Hoi Shan, hoishan.cheung@nie.edu.sg/	MED (EC) Jan 2024 students	MED (EC) students	Please write to tutor for approval only when quota is filled up
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 25	8	12-Aug-25	Tuesday, 14:30 - 16:30	NIE3-01-TR314	(Coordinator) Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg/	MED (EC) Jan 2025 FT students	MED (EC) students	Please write to tutor for approval only when quota is filled up
Master of Education (Educational Assessment)	MAX902	Paradigms and Practices of Assessment	4	Tutorial Group 1	9	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR210	(Coordinator) Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Ms P Durka Devi, durka.devi@nie.edu.sg	Graduate students	Graduate students	Schedule together with MCT903
Master of Education (Educational Assessment)	MAX914	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	5	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR215	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/	MED (EA) students	Graduate students	Cross Listed with MDP909
Master of Education (Educational Assessment)	MAX921	Design of Assessment Systems	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Dr Leong See Cheng, seecheng.leong@nie.edu.sg/Dr Wong Hwei Ming, hweiming.wong@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Educational Assessment)	MAX922	Assessment Feedback for Improvement and Learning	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE7-01-TR716	(Coordinator) Assoc Prof Tan Heng Kiat, Kelvin, kelvin.tan@nie.edu.sg/	Graduate students	Graduate students	
Master of Education (Educational Assessment)	MAX924	Theory and Practice of Authentic Assessment	4	Tutorial Group 1	3	11-Aug-25	Monday, 17:30 - 20:30	NIE2-01-TR210	(Coordinator) Ms Lin Rongchan, rongchan.lin@nie.edu.sg/	MED (EA) students	MED (EA) students	Cross listed with MCT921
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 7	12	14-Aug-25	Thursday, 18:00 - 20:00	NIE5-01-TR501	(Coordinator) Dr Pan Qianqian, qianqian.pan@nie.edu.sg/	MED (EA) students	MED (EA) students	
Master of Education (Educational Assessment)	MED903	Elementary Statistics for Education	4	Tutorial Group 1	20	13-Aug-25	Wednesday, 14:00 - 17:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg/	Graduate students	Graduate students	
Master of Education (Educational Assessment)	MED905	Applied Regression Analysis	4	Tutorial Group 1	20	12-Aug-25	Tuesday, 18:00 - 21:00	NIE7-B1-16 Archimedes Lab	(Coordinator) Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Dr Jorge Fernando Pereira Sinval, jorge.sinval@nie.edu.sg	Graduate students	Graduate students	

GRADUATE PROGRAMMES AUGUST 2025 SEMESTER

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Master of Education (English)	MED900	Educational Inquiry	4	Tutorial Group 8	23	12-Aug-25	Tuesday, 18:00 - 21:00	NIE3-01-TR303	(Coordinator) Dr Guo Libo, libo.guo@nie.edu.sg/	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 24	17	15-Aug-25	Friday, 18:00 - 20:00	NIE3-01-TR306	TBA	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 8	17	15-Aug-25	Friday, 18:00 - 20:00	NIE3-01-TR301	(Coordinator) Dr Guo Libo, libo.guo@nie.edu.sg/	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL901	Language and Literature Education	4	Tutorial Group 1	25	11-Aug-25	Monday, 17:30 - 20:30	NIE3-01-TR321	(Coordinator) Assoc Prof Victor Lim Fei, victor.lim@nie.edu.sg/ Asst Prof Tan Xing Long, Ian, ian.tan@nie.edu.sg	MED (Eng) students	MED (Eng) students	Scheduled together with EDEL902
Master of Education (English)	MEL902	Analyzing Literature and Language	4	Tutorial Group 1	25	15-Aug-25	Friday, 13:30 - 16:30	NIE3-01-TR312	(Coordinator) Assoc Prof Joel Robert Gwynne, joel.gwynne@nie.edu.sg/ Assoc Prof Teo Chin Soon, Peter, peter.teo@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL914	Teaching Oral Communication: Current Theories and Approaches	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Dr Robbie Lee Sabnani, robbie.sabnani@nie.edu.sg/	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL917	Teaching Grammar and Writing	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE3-01-TR320	(Coordinator) Dr Guo Libo, libo.guo@nie.edu.sg/	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL920	Creative Writing in the Classroom	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE3-01-TR304	(Coordinator) Dr Anitha Devi Pillai, anitha.pillai@nie.edu.sg/	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL921	Literature, Culture and Education	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE3-01-TR314	(Coordinator) Assoc Prof Poon Mui Cheng, Angelia, angelia.poon@nie.edu.sg/	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL922	Teaching Shakespeare	4	Tutorial Group 1	25	15-Aug-25	Friday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Dr Whitehead Richard Angus, richard.whitehead@nie.edu.sg/	MED (Eng) students	MED (Eng) students	
Master of Education (High Ability Studies)	MHA901	Understanding Learners with High Ability and their Affective and Moral Needs	4	Tutorial Group 1	20	13-Aug-25	Wednesday, 18:00 - 21:00	NIE7-01-TR718	(Coordinator) Dr Letchmi Devi d/o Ponnusamy, letchmi.p@nie.edu.sg/	Graduate students	Graduate students	
Master of Education (Learning Sciences and Technologies)	MED900	Educational Inquiry	4	Tutorial Group 10	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	(Coordinator) Dr Katherine Guangji Yuan, guangji.yuan@nie.edu.sg/Asst Prof Wen Yun, yun.wen@nie.edu.sg/	MED (LST) students	MED (LST) students	
Master of Education (Learning Sciences and Technologies)	MED902	Integrative Project	2	Tutorial Group 10	17	15-Aug-25	Friday, 18:00 - 21:00	NIE2-02-07 (ECL 3)	(Coordinator) Asst Prof Wen Yun, yun.wen@nie.edu.sg/	MED (LST) students	MED (LST) students	
Master of Education (Learning Sciences and Technologies)	MLT901	Foundations of the Learning Sciences	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	(Coordinator) Asst Prof Tanmay Sinha, tanmay.sinha@nie.edu.sg/	MED (LST) students	All other graduate students must get the instructor's permission.	
Master of Education (Learning Sciences and Technologies)	MLT902	Orchestrating and scaffolding knowledge building with learning analytics, artificial intelligence and collaborative technologies	4	Tutorial Group 1	25	15-Aug-25	Friday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	(Coordinator) Assoc Prof Tan Seng Chee, sengchee.tan@nie.edu.sg/ Dr Katherine Guangji Yuan, guangji.yuan@nie.edu.sg/Dr Lee Vwen Yen Alwyn, alwyn.lee@nie.edu.sg/Dr Teo Chew Lee, chewlee.teo@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Learning Sciences and Technologies)	MLT908	Design of Interactive Learning Environments	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Assoc Prof Wang Qiyun, qiyun.wang@nie.edu.sg/	Graduate students	Graduate students	
Master of Education (Learning Sciences and Technologies)	MLT915	Digital Game-Based Learning	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	(Coordinator) Asst Prof Azilawati Jamaludin, azilawati.j@nie.edu.sg/	Graduate students	Graduate students	
Master of Education (Malay Language)	MED902	Integrative Project	2	Tutorial Group 11	17	13-Aug-25	Wednesday, 18:30 - 20:30	NIE3-01-TR317	(Coordinator) Dr Suryani Binte Atan, suryani.atan@nie.edu.sg/	MED (ML) students	MED (ML) students	
Master of Education (Malay Language)	MML904	Features of the Malay Language in Singapore	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:30 - 21:30	NIE3-01-TR319	(Coordinator) Assoc Prof Roksana Bibi Bte Abdullah, roksana.abdullah@nie.edu.sg/ Assoc Prof Roksana Bibi Bte Abdullah, roksana.abdullah@nie.edu.sg	MA/MED (ML) students	Students with ML background.	

GRADUATE PROGRAMMES AUGUST 2025 SEMESTER

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Master of Education (Mathematics)	MED902	Integrative Project	2	Tutorial Group 12	25	14-Aug-25	Thursday, 18:00 - 20:00	NIE7-01-TR715	(Coordinator) Dr Elaine Cai Yu Ling, elaine.cai@nie.edu.sg/	MEd (Maths) students	MEd (Maths) students	
Master of Education (Mathematics)	MME901	Theoretical Perspectives and Issues in Mathematics Education Research	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE7-01-TR721	(Coordinator) Assoc Prof Leong Yew Hoong, yewhoong.leong@nie.edu.sg/	MEd (Maths) students	Other MEd students, subject to coordinator's approval.	
Master of Education (Mathematics)	MME906	Curriculum Studies in Mathematics	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00-21:00	NIE2-01-TR201	(Coordinator) Assoc Prof Lee Ngan Hoe, nganhoe.lee@nie.edu.sg/	MEd (Maths) students	Other MEd students, subject to coordinator's approval.	
Master of Education (Mathematics)	MME915	Geometry and the Teaching of Geometry	4	Tutorial Group 1	25	15-Aug-25	Friday, 18:00 - 21:00	NIE7-B1-04 (Maths Lab 2)	(Coordinator) Dr Paul Maurice Edmund Shutler, paul.shutler@nie.edu.sg/ Dr Pauline Tiong, pauline.tiong@nie.edu.sg	MEd (Maths) students	Other MEd students, subject to coordinator's approval.	Teaching dates Dr Paul Shutler - 15/8, 22/8, 29/8, 5/9, 12/9 Dr Pauline Tiong - 19/9,26/9,3/10,10/10,17/10,24/10,31/10,7/11
Master of Education (Mathematics)	MME921	Singapore Primary School Mathematics	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE7-B1-01 (Maths Lab 1)	(Coordinator) Dr Yeo Kai Kow, Joseph, kaikow.yeo@nie.edu.sg/	MEd (Maths) students	Other MEd students, subject to coordinator's approval.	
Master of Education (Music)	MED902	Integrative Project	2	Tutorial Group 13	17	11-Aug-25	Monday, 17:30 - 19:30	NIE3-02-18 (Music Studio 3)	(Coordinator) Assoc Prof Lum Chee Hoo, cheehoo.lum@nie.edu.sg/	MEd (Music) students	MEd (Music) students	
Master of Education (Music)	MUE902	Philosophy of Music Education	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 17:30-20:30	NIE3-02-18 (Music Studio 3)	(Coordinator) Assoc Prof Tan Yuh Chaur Leonard, leonard.tan@nie.edu.sg/	MEd (Music) students. For other graduate students, please write to course instructor ro seek permission.	MEd (Music) students. For other graduate students, please write to the course instructor to seek permission.	Scheduled together with EDVP922
Master of Education (Music)	MUE904	Studies in Musical Behaviours	4	Tutorial Group 1	25	14-Aug-25	Thursday, 17:30 - 20:30	NIE3-02-18 (Music Studio 3)	(Coordinator) Asst Prof Gene Lai, lai.jinxing@nie.edu.sg/	MEd (Music) students. For other graduate students, please write to course instructor ro seek permission.	Graduate students. Please write to course instructor to seek permission.	
Master of Education (Science)	MED902	Integrative Project	2	Tutorial Group 14	17	13-Aug-25	Wednesday, 17:30 - 19:30	NIE7-01-TR703	(Coordinator) Asst Prof Park Joonhyeong, joonhyeong.park@nie.edu.sg/	MED (Science) students	MED (Science) students	
Master of Education (Science)	MSC905	Science Discourse: Learning through Talk and Texts in the Classroom	4	Tutorial Group 1	25	14-Aug-25	Thursday, 17:30 - 20:30	NIE7-01-TR703	(Coordinator) Asst Prof Ong Yann Shiou, yannshiou.ong@nie.edu.sg/ Assoc Prof Lee Yew Jin, yewjin.lee@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Science)	MSC911	AI and Emerging Technologies in Science Education	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 17:30 - 20:30	NIE7-01-TR703	(Coordinator) Asst Prof Edwin Chng, edwin.chng@nie.edu.sg/ Asst Prof Lee Gyeong-geon, gyeonggeon.lee@nie.edu.sg/ Asst Prof Park Joonhyeong, joonhyeong.park@nie.edu.sg/ Asst Prof Jina Chang, jina.chang@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Special Education)	MED900	Educational Inquiry	4	Tutorial Group 15	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE5-01-TR504	(Coordinator) Dr Katherine Guangji Yuan, guangji.yuan@nie.edu.sg/Dr Teo Chew Lee, chewlee.teo@nie.edu.sg/	MED (SE) students	MED (SE) students	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 15	9	12-Aug-25	Tuesday, 18:00 - 20:00	NIE7-01-TR718	(Coordinator) Assoc Prof Tan Ai Girl, aigirl.tan@nie.edu.sg/	MED (SE) FT students who have completed 4 courses; MED (SE) PT students who have completed 6 courses;	MED (SE) FT students who have completed 4 courses; MED (SE) PT students who have completed 6 courses	Please write to the course coordinator for approval when the quota is reached
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 20	9	14-Aug-25	Thursday, 18:00 - 20:00	NIE2-01-TR208	(Coordinator) Dr Lim Luck Siew, lucksiew.lim@nie.edu.sg/	MED (SE) FT students who have completed 4 courses; MED (SE) PT students who have completed 6 courses;	MED (SE) FT students who have completed 4 courses; MED (SE) PT students who have completed 6 courses	Please write to the course coordinator for approval when the quota is reached
Master of Education (Special Education)	MSE902	Human Development	4	Tutorial Group 1	22	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-01-TR216	(Coordinator) Dr Tan Soo Ching Carol, carol.tan@nie.edu.sg/	MED (SE) students	MED (SE) students	
Master of Education (Special Education)	MSE902	Human Development	4	Tutorial Group 2	22	12-Aug-25	Tuesday, 18:00 - 21:00	NIE2-01-TR207	(Coordinator) Dr Tan Soo Ching Carol, carol.tan@nie.edu.sg/ Assoc Prof Wong Meng Ee, mengee.wong@nie.edu.sg	MED (SE) students	MED (SE) students	

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Master of Education (Special Education)	MSE913	Curriculum Design and Development	4	Tutorial Group 1	16	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR213	(Coordinator) Dr Letchmi Devi d/o Ponnusamy, letchmi.p@nie.edu.sg/	MED (SE) students except Aug 2025 PT intake;	Graduate students except MED (SE) Aug 2025 PT intake	
Master of Education (Special Education)	MSE913	Curriculum Design and Development	4	Tutorial Group 2	15	11-Aug-25	Monday, 18:00 - 21:00	NIE3-01-TR306	(Coordinator) Dr Letchmi Devi d/o Ponnusamy, letchmi.p@nie.edu.sg/ Dr Ailsa Goh, ailsa.goh@nie.edu.sg	MED (SE) students except Aug 2025 PT intake;	Graduate students except MED (SE) Aug 2025 PT intake	
Master of Education (Special Education)	MSE914	Evidence-based Practices in Special Education	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 21:00	NIE3-01-TR306	(Coordinator) Dr Tan Soo Ching Carol, carol.tan@nie.edu.sg/ Dr Ailsa Goh, ailsa.goh@nie.edu.sg	MED (SE) students except Aug 2025 PT intake, completed MED900;	Graduate students who completed MED900	
Master of Education (Special Education)	MSE915	Assessment of Children and Youth with Special Needs	4	Tutorial Group 1	16	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR214	(Coordinator) Asst Prof Nataly Lim, nataly.lim@nie.edu.sg/	MED (SE) students except Aug 2025 PT intake;	Graduate students except MED (SE) Aug 2025 PT intake	
Master of Education (Special Education)	MSE915	Assessment of Children and Youth with Special Needs	4	Tutorial Group 2	15	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Asst Prof Nataly Lim, nataly.lim@nie.edu.sg/ Asst Prof Kan Dang Dang Delia, delia.kan@nie.edu.sg	MED (SE) students except Aug 2025 PT intake;	Graduate students except MED (SE) Aug 2025 PT intake	
Master of Education (Tamil Language)	MED902	Integrative Project	2	Tutorial Group 16	17	11-Aug-25	Monday, 18:30 - 20:30	NIE3-01-TR322	(Coordinator) Asst Prof Kingston Pal Thamburaj, palthamburaj.k@nie.edu.sg/	MED (TL) students	MED (TL) students	
Master of Education (Tamil Language)	MTL905	Introduction to Tamil History & Culture of Tamil	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:30 - 21:30	NIE3-01-TR313	(Coordinator) Asst Prof Kingston Pal Thamburaj, palthamburaj.k@nie.edu.sg/	Open to MEd (TL) students and GE students who are teaching Tamil Language in Schools.	Graduate students	
Master of Education (Tamil Language)	MTL906	Assessment for Tamil Language	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:30 - 21:30	NIE5-01-TR501	(Coordinator) Dr Sasikumar Ponnalagu, sasikumar.p@nie.edu.sg/ Dr Subramaniam Nee Tamilaras d/o Ponnusamy Narasinbang, tamilaras.subramaniam@nie.edu.sg	Open to MEd (TL) students and GE students who are teaching Tamil Language in schools	Graduate students	
Master of Science (Exercise and Sport Studies)	MES901	Integrative Project	2	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:00 - 20:00	NIE5-01-TR508	(Coordinator) Assoc Prof Teo Wei Peng, weipeng.teo@nie.edu.sg	MSc (ESS) students	MSc (ESS) students	
Master of Science (Exercise and Sport Studies)	MES904	Biomechanics of Sport and Exercise	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE5-B3-01 (Biomechanics Lab)	(Coordinator) Asst Prof Phillis Teng, phillis.teng@nie.edu.sg/ Dr Sofyan Bin Sahrom, sofyan.sahrom@nie.edu.sg	MSc (ESS) students	Graduate students	
Master of Science (Exercise and Sport Studies)	MES910	Physical Activity, Nutrition & Health	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE5-02-02 (Exercise Physiology Lab)	(Coordinator) Dr Lee Kok Sonk, koksonk.lee@nie.edu.sg/	MSc (ESS) students	Graduate students	
Master of Science (Exercise and Sport Studies)	MES917	Marketing Management in Sport and Entertainment	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:00 - 21:00	NIE5-01-TR503	(Coordinator) Asst Prof Keita Kinoshita, keita.kinoshita@nie.edu.sg/	MSc (ESS) students	Graduate students	
Master of Science (Life Sciences)	MLS900	Science Communication	4	Tutorial Group 1	25	11-Aug-25	Monday, 13:30 - 16:30	NIE7-01-TR702	(Coordinator) Assoc Prof Yan Yaw Kai, yawkai.yan@nie.edu.sg/ Prof Xu Shuyan, shuyan.xu@nie.edu.sg/	MSc(LS) Clean Energy Physics August 2025 intake students.	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	
Master of Science (Life Sciences)	MLS921	Critical Inquiry (Chemistry)	2	Tutorial Group 1	25	11-Aug-25	Monday, 14:30 - 17:30	NIE7A-B2-05 (Chem lab 2) & NIE7A-B1-03 (Chem lab 1)	(Coordinator) Dr Lee Peng Foo, Peter, peter.lee@nie.edu.sg/ Asst Prof Edison Ang Huixiang, edison.ang@nie.edu.sg/Dr Tan Lik Tong, liktong.tan@nie.edu.sg/Dr Teo Yong Chua, yongchua.teo@nie.edu.sg	MSc(LS) Chemistry January 2024 intake students.	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	
Master of Science (Life Sciences)	MLS929	Medicinal Chemistry	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:30 - 21:30	NIE7-01-TR708	(Coordinator) Dr Tan Lik Tong, liktong.tan@nie.edu.sg/	MSc(LS) Chemistry January 2024 intake students.	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	

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Master of Science (Life Sciences)	MLS942	Global Energy Systems	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:30 - 21:30	NIE7-01-TR701	(Coordinator) Assoc Prof Stuart Victor Springham, stuart.springham@nie.edu.sg/ Prof Rajdeep Singh Rawat, rajdeep.rawat@nie.edu.sg/ Prof Kwek Leong Chuan, leongchuan.kwek@nie.edu.sg/ Prof Xu Shuyan, shuyan.xu@nie.edu.sg/	MSc(LS) Clean Energy Physics August 2025 intake students.	Graduate students with pre-requisites. Please write to course instructor to seek permission.	
Master of Science (Life Sciences)	MLS943	Photovoltaic Physics and Solar Cells	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:30 - 21:30	NIE7-01-TR701	(Coordinator) Prof Xu Shuyan, shuyan.xu@nie.edu.sg/	MSc(LS) Clean Energy Physics August 2025 intake students.	Graduate students with pre-requisites. Please write to course instructor to seek permission.	
Master of Science (Life Sciences)	MLS950	Applied Quantum Mechanics	4	Tutorial Group 1	25	13-Aug-25	Wednesday, 18:30 - 21:30	NIE7-01-TR701	(Coordinator) Prof Kwek Leong Chuan, leongchuan.kwek@nie.edu.sg/	MSc(LS) Clean Energy Physics August 2025 intake students.	Graduate students with pre-requisites. Please write to course instructor to seek permission.	
Master of Science (Life Sciences)	MLS963	Conservation and Management	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:30 - 21:30	NIE7-01-TR702	(Coordinator) Dr Goh Pi Lee, Beverly, beverly.goh@nie.edu.sg/ Dr Norman Lim T-Lon, norman.lim@nie.edu.sg/	MSc(LS) Environmental Biology August 2024 intake students.	Graduate students with pre-requisites. Please write to course instructor to seek permission.	
Master of Science (Life Sciences)	MLS972	Advances in Ecology	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 18:30 - 21:30	NIE7-01-TR702	(Coordinator) Dr Norman Lim T-Lon, norman.lim@nie.edu.sg/	MSc(LS) Environmental Biology August 2024 intake students.	Graduate students with pre-requisites. Please write to course instructor to seek permission.	
Master of Science (Mathematics for Educators)	MSM901	Fundamentals of Postgraduate Mathematics	3	Tutorial Group 1	30	11-Aug-25	Monday, 18:00 - 21:00	NIE7-01-TR715	(Coordinator) Asst Prof Zhu Tianming, tianming.zhu@nie.edu.sg/ Assoc Prof Ho Weng Kin, wengkin.ho@nie.edu.sg/Dr Tan Geok Choo, geokchoo.tan@nie.edu.sg/Dr Willie Wong Han Wah, willie.wong@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	Teaching Dates A/P Ho Weng Kin - 11/8 Dr Tan Geok Choo - 18/8, 25/8, 1/9, 8/9, 15/9, 22/9 Dr Willie Wong Han Wah - 29/9, 6/10,13/10, 27/10, 3/11, 10/11
Master of Science (Mathematics for Educators)	MSM902	Selected Topics in Mathematics	3	Tutorial Group 1	30	14-Aug-25	Thursday, 15:00 - 18:00	NIE7-01-TR701 (only on 28 Aug 2025) NIE7-01-TR716	(Coordinator) Prof Dong Fengming, fengming.dong@nie.edu.sg/	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM904	Analysis	4	Tutorial Group 1	30	15-Aug-25	Friday, 16:00 - 19:00	NIE7-01-TR715	(Coordinator) Assoc Prof Ho Weng Kin, wengkin.ho@nie.edu.sg/	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM905	Data Science	4	Tutorial Group 1	30	13-Aug-25	Wednesday, 14:00 - 17:00	(NIE7-B1-01) Math Lab 1	(Coordinator) Asst Prof Zhu Tianming, tianming.zhu@nie.edu.sg/	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM907	Geometry	4	Tutorial Group 1	30	12-Aug-25	Tuesday, 14:30 - 17:30	NIE2-01-TR210	(Coordinator) Assoc Prof Zhao Dongsheng, dongsheng.zhao@nie.edu.sg/	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM972	Advanced Topics in Algebra	4	Tutorial Group 1	30	13-Aug-25	Wednesday, 14:00 - 17:00	NIE7-01-TR716	(Coordinator) Dr Teo Kok Ming, kokming.teo@nie.edu.sg/	MSc (MAE) students	MSc (MAE) students	
Master of Science (Science of Learning)	MSL906	Education at the Intersection of Artificial Intelligence and Neuroscience	4	Tutorial Group 1	25	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Asst Prof Farhan Ali, farhan.ali@nie.edu.sg/ Dr Lee Vwen Yen Alwyn, alwyn.lee@nie.edu.sg	Graduate students	Graduate students	Scheduled together with EDTM904

GRADUATE PROGRAMMES AUGUST 2025 SEMESTER

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

Last Update: 22 August 2025

^ Please refer to the "Aug 2025 Course Synopses" on the following page after the timetable.

Online Course Registration:
Current Students
07 July 2025 (9am) to 09 July 2025 (5pm)

Add/Drop Period:
08 Aug 2025 (9am) to 22 Aug 2025 (5pm)

New Students
08 July 2025 (9am) to 09 July 2025 (5pm)

Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Science (Science of Learning)	MSL907	Translating Educational Neuroscience	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	SoLec Classroom (TBA)	(Coordinator) Dr Adam John Privitera, adam.privitera@nie.edu.sg/ Dr Wu Chiao-Yi, chiao-yi.wu@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL908	Brain, Behaviour, Cognition	4	Tutorial Group 1	30	13-Aug-25	Wednesday, 18:30 - 21:30	Novena Campus: CSB Seminar Room 7-2	(Coordinator) Asst Prof Farhan Ali, farhan.ali@nie.edu.sg/	MSL students	MSL students	
Master of Science (Science of Learning)	MSL909	Integrative Project	2	Tutorial Group 1	10	22-Aug-25	Friday, 18:00 - 21:00	NIE2-02-10 (ECL 1)	(Coordinator) Asst Prof Farhan Ali, farhan.ali@nie.edu.sg/ Asst Prof Azilawati Jamaludin, azilawati.j@nie.edu.sg	MSL students	MSL students	
Master of Teaching	MTC903	Assessment for Learning: Theory and Practice	4	Tutorial Group 1	20	11-Aug-25	Monday, 17:30 - 21:00	NIE2-02-03 (ECL 6)	(Coordinator) Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Dr Tay Hui Yong, huiyong.tay@nie.edu.sg	MTeach Yr 1 students. Other graduate students write to instructor first.	Other graduate students write to instructor first.	(5.30-9pm) Part A: 11 Aug (f2f)18 (asyn group) 25 Aug (f2f); Part B: 1 Sep (f2f) 8 Sept (asyn group), 15 Sep (f2f); Part C: 29 Sept, 6 Oct, 13 Oct (f2f), 20 Oct (asyn group), 27 Oct (f2f)
Master of Teaching	MTC904	Facilitating Learning in the Digital Age	4	Tutorial Group 1	20	12-Aug-25	Tuesday, 17:30 - 21:00	NIE2-02-05 (ECL 4)	(Coordinator) Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/Dr Wu Jing, jing.wu@nie.edu.sg	MTeach Yr 1 students. Other graduate students write to instructor first.	Other graduate students write to instructor first.	Time: 5:30 PM – 9:00 PM Dates: Part A: 12 & 26 Aug (F2F) Part B: 9 & 23 Sept (F2F) Part C: 7, 14, 21 Oct & 4 Nov (F2F)
Master of Teaching	MTC907	Integrative Project	2	Tutorial Group 1	20	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-02-03 (ECL 6)	(Coordinator) Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Dr Wu Jing, jing.wu@nie.edu.sg	MTeach Yr 2 students	MTeach Yr 2 students	
NIE Doctor in Education	EDEL901	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	2	14-Aug-25	Thursday, 18:00 - 21:00	NIE3-01-TR303	(Coordinator) Dr Christine Anita Xavier, christine.xavier@nie.edu.sg/	EdD (English) students	EdD (English) students	Scheduled together with MAE903 (TG01)
NIE Doctor in Education	EDEL901	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 2	2	14-Aug-25	Thursday, 18:30 - 21:30	The Arc, LHN-TR+29	(Coordinator) Dr Christine Anita Xavier, christine.xavier@nie.edu.sg/ Ms Choo Li Lin	EdD (English) students	EdD (English) students	Scheduled together with MAE903 (TG02)
NIE Doctor in Education	EDEL902	Language and Literature Education	4	Tutorial Group 1	5	11-Aug-25	Monday, 17:30 - 20:30	NIE3-01-TR321	(Coordinator) Assoc Prof Victor Lim Fei, victor.lim@nie.edu.sg/ Asst Prof Tan Xing Long, Ian, ian.tan@nie.edu.sg	EdD (English) students	EdD (English) students	Scheduled together with MEL901
NIE Doctor in Education	EDEL904	Critical Literacy: Theory, Practice, and Research in Context	4	Tutorial Group 1	5	11-Aug-25	Monday, 18:00 - 21:00	NIE3-01-TR318	(Coordinator) Prof Icy Lee, icy.lee@nie.edu.sg/ Dr Sally Ann Jones, sally.jones@nie.edu.sg	EdD (English) students	EdD (English) students	Scheduled together with MAE916
NIE Doctor in Education	EDEL906	Language Teaching Methodology	4	Tutorial Group 1	5	11-Aug-25	Monday, 18:00 - 21:00	NIE5-01-TR504	(Coordinator) Dr Lim Ching-Tse Donna, donna.lim@nie.edu.sg/	EdD (English) students	EdD (English) students	Scheduled together with MAE904 (TG01)
NIE Doctor in Education	EDLC902	Ethics for Leaders	4	Tutorial Group 1	25	12-Aug-25	Tuesday, 17:30 - 20:30	NIE2-01-TR210	(Coordinator) Dr Wu Pinhui Sandra, sandra.wu@nie.edu.sg/ Dr Alfred Pang Kah Meng, alfred.pang@nie.edu.sg	EdD (Educational Leadership and Change) students	EdD (Educational Leadership and Change) students	
NIE Doctor in Education	EDLM902	Understanding Learner Motivation: Theory, Research and Practice	4	Tutorial Group 1	15	14-Aug-25	Thursday, 18:00-21:00	NIE2-01-TR201 NIE7-01-TR721	(Coordinator) Assoc Prof Gregory Arief D Liem, gregory.liem@nie.edu.sg/ Assoc Prof Caroline Koh, caroline.koh@nie.edu.sg/ Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Dr Yvonne Seng, beegek.seng@nie.edu.sg/ Dr Tan Ser Hong, serhong.tan@nie.edu.sg	EdD (Learning & Motivation) students. For PhD students, please write to the course instructor to seek permission.	EdD (Learning & Motivation) students. For PhD students, please write to the course instructor to seek permission.	

GRADUATE PROGRAMMES AUGUST 2025 SEMESTER

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Last Update: 22 August 2025

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New Students
08 July 2025 (9am) to 09 July 2025 (5pm)

Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
NIE Doctor in Education	EDTM904	Education at the Intersection of AI and Neuroscience	4	Tutorial Group 1	5	14-Aug-25	Thursday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Asst Prof Farhan Ali, farhan.ali@nie.edu.sg/ Dr Lee Vwen Yen Alwyn, alwyn.lee@nie.edu.sg	EdD (Technologies and Technology-Mediated Learning Environments) students.	EdD (Technologies and Technology-Mediated Learning Environments) students.	Scheduled together with MSL906
NIE Doctor in Education	EDVP922	Philosophy of Music Education	4	Tutorial Group 1	5	12-Aug-25	Tuesday, 17:30-20:30	NIE3-02-18 (Music Studio 3)	(Coordinator) Assoc Prof Tan Yuh Chaur Leonard, leonard.tan@nie.edu.sg/	EdD (Music) students. For PhD students, please write to the course instructor to seek permission.	EdD (Music) students. For PhD students, please write to the course instructor to seek permission.	Scheduled together with MUE902
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 1	15	13-Aug-25	Wednesday, 18:00 - 21:00	NIE2-01-TR206	(Coordinator) Assoc Prof Heng Tang Tang, tangtang.heng@nie.edu.sg/	EdD students	EdD students	
NIE Doctor in Education	NEDD902	Quantitative Research Methods	4	Tutorial Group 1	25	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR212	(Coordinator) Assoc Prof Goh Wee Pin, Jonathan, jonathan.goh@nie.edu.sg/	EdD students	EdD students	
NIE Doctor in Education	NEDD903	Qualitative Research Methods	4	Tutorial Group 1	15	11-Aug-25	Monday, 18:00 - 21:00	NIE2-01-TR206	(Coordinator) Assoc Prof Shanti Divaharan, shanti.divaharan@nie.edu.sg/ Asst Prof Wen Yun, yun.wen@nie.edu.sg	EdD students	EdD students	

Course Code	Course Title	Description	Academic Unit
MAE900	Research Methodology in Applied Linguistics	This course focuses on research methodology in applied linguistics and covers a range of theoretical, practical, and ethical issues in applied linguistics research, with an emphasis on language teaching and learning. It examines principles for undertaking empirical research, introduces main quantitative and qualitative methods for conducting small-scale research in the language classroom, and provides hands-on experience with research designs, instruments for data collection, quantitative and qualitative methods of data analysis, evaluation of published research, and research report writing.	4
MAE902	Language Acquisition Studies	This course examines theories of language acquisition (first, second, and bilingual) from psycholinguistic and sociolinguistic perspectives. A range of factors that affect the nature and route of language acquisition will be considered (e.g., age, cross-linguistic influence, linguistic environments, cognition, identity, power, etc.). A solid understanding of the nature of language acquisition is expected to provide good grounds for designing language teaching pedagogy.	4
MAE903	Sociolinguistic Perspectives on the Classroom	This course examines language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on Singapore classrooms	4
MAE903	Sociolinguistic Perspectives on the Classroom	This course examines language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on Singapore classrooms	4
MAE904	Language Teaching Methodology	In this course, we explore the rationale and principles behind the paradigm shift in language teaching methodologies and evaluate their appropriacy for the local teaching context in Singapore. Participants will learn about the relationship between methodology and syllabus design in planning appropriate programmes for teaching the different language skills	4
MAE904	Language Teaching Methodology	In this course, we explore the rationale and principles behind the paradigm shift in language teaching methodologies and evaluate their appropriacy for the local teaching context in Singapore. Participants will learn about the relationship between methodology and syllabus design in planning appropriate programmes for teaching the different language skills	4
MAE905	Language Curriculum: Theory & Practice	This course aims to provide students with a general understanding of the classic and contemporary theories of curriculum development, issues of language curriculum development and its construction. It also aims to equip the students with the ability to critically analyze, design and evaluate a language curriculum. Students will be required to apply theoretical concepts and principles in their design and development of the language curriculum. The course provides a platform for students to engage with the process of curriculum development while considering the school, national and international contexts.	4
MAE909	The Culture and Conventions of Academic Writing	In this course, we explore the linguistic and cultural conventions of academic writing, drawing on examples from postgraduate theses / dissertations, research papers, and published journal articles. Participants will learn about different traditions in the field of academic writing research, read and discuss research on the complex issues surrounding academic literacy, examine the socially-situated nature of academic discourse conventions, and be guided to critically analyse genuine academic texts to observe the discourse practices valued by the academic discourse community, for example, in terms of reviewing literature, organising arguments, supporting claims, citing sources, and projecting a credible authorial persona. In essence, the course provides a sound theoretical introduction to the field of academic writing research, offers insights into the kinds of writing that are valued at postgraduate level, and constructs a space in which participants can unpack, problematise, and question academic conventions.	4
MAE916	Critical Literacy: Theory, Practice, and Research	This course offers an invigorating approach to the study of critical literacy. It presents examples of seminal historical and contemporary theory, research, and practice in local and global contexts. Participants are encouraged to adopt a reflexive standpoint on their reading in order to hone their critical, analytic, and reflective faculties and to dialogue with the course tutor and each other to deepen thinking. While there is a strong focus on the theoretical, there is also a balance derived from connecting theory to research and practice across diverse cultures, communities, families, and classrooms. Issues affecting the position of diverse individuals in these varied contexts will be examined. Participants will have opportunities to explore the subject from their own personal, professional, and academic passions and standpoints.	4

Course Code	Course Title	Description	Academic Unit
MAE919	Second Language Phonology	The course will give students the ability to formulate informed opinions about the rules and features of L2 phonology, how they differ from L1 phonology, and whether or not there are universal patterns and processes regardless of the languages involved. Further they will be able to determine to what extent it is possible to alter ones phonology and whether this is a desirable or advisable path to follow for language learners. These outcomes will be achieved by a process of student analysis of their own speech via close phonetic transcription in IPA assisted by the use of phonetic analysis software, and further by students engaging in a process of attempting to alter their own speech habits in order to adopt a target L1 phonological feature.	4
MAE923	Language Assessment in the Digital Age	This course aims to provide students with a well-rounded understanding of language assessment within the context of the digital age. A key component of this understanding includes exploring the role of emerging technologies, such as artificial intelligence (AI). Additionally, the course will focus on developing students skills in designing, developing, and evaluating language assessments that effectively incorporate digital technologies, with an emphasis on ensuring fairness and accuracy in the process. Students will also be empowered to critically evaluate current issues and trends in language assessment as they relate to the digital age. By applying this knowledge, students will be able to make informed decisions about the use of digital technologies in their future careers or studies related to language assessment. Overall, the course provides a comprehensive foundation in understanding and applying digital advancements within the field of language assessment.	4
MAE990	Integrative Project	This capstone course aims to equip participants with the knowledge and skills that they will need to identify a specific language-education or language-related problem or issue, and demonstrate a critical understanding of, for example, causes, consequences, controversies, complexities, etc., of the problem or issue by reviewing relevant scholarly literature and designing a study that will address it.	2
MAE990	Integrative Project	This capstone course aims to equip participants with the knowledge and skills that they will need to identify a specific language-education or language-related problem or issue, and demonstrate a critical understanding of, for example, causes, consequences, controversies, complexities, etc., of the problem or issue by reviewing relevant scholarly literature and designing a study that will address it.	2
MAP819	Psychological Disorders Across the Life Span	This course provides students with the foundational knowledge of the etiology, assessment and evidence-based treatments for psychological disorders that they are likely to encounter in clinical practice. In the first 10 weeks of the course, all students will be introduced to clinical assessment practices and psychological disorders that psychologists are likely to encounter in many clinical populations. In the final 3 weeks of the course, students will be introduced to psychological disorders that are specific to their specialization, i.e. counselling psychology or educational psychology tracks.	3
MAP902	Research Methods and Statistics in Applied Psychology	This course was designed to provide skills and knowledge for students to understand, evaluate, and design different types of research in psychological and educational areas. The course will mainly focus on the procedures and issues related to quantitative research approach. Students will learn univariate statistical procedures and some multivariate statistical procedures.	4
MCP809	Theories and Techniques of Counselling	This course examines the nature of the counselling relationship, different approaches to counselling and the role of the counsellor working in various settings. Topics include an overview to counselling, theoretical approaches to counselling, counselling processes and methods, ethical standards and professional issues in counselling.	3
MCP815	Family and Marital Counselling	This course covers both the theoretical and practical approaches in working with couples and families. The course aims to: 1. Introduce a new epistemology and show how systemic family therapy is different from other forms of therapy 2. Teach the key characteristics (i.e. basic assumptions and underlying philosophies, process of psychotherapy, tools and technique in intervention and therapeutic goal/outcome) of major family therapy models and outline its therapeutic process and goals. 3. Demonstrate the application of the practical elements of each model in local real-life context. 4. Raise awareness of the strengths and limitations of each model.	3
MCP817	Vocational Assessment and Career Counselling	This course aims at preparing the counsellor for an expanded role in career guidance. Topics include: social and economic contexts, theories of career development, the role of information, assessment of career development, career guidance programme in schools, models in career counselling and current issues in career counselling.	3

Course Code	Course Title	Description	Academic Unit
MCP823	Complex Traumatic Stress in Children and Adolescents	<p>This course will introduce students to a range of psychological interventions for youth who have experienced complex traumatic stress and often requires services in the child welfare system.</p> <p>This advanced psychotherapy course is suitable for students who aspire to work with at-risk youth and families and those coping with mental health challenges. The Skills Practice component of the course will help participants clarify and improve therapeutic skills needed for working with children and adolescents.</p>	3
MCP832	Practicum in Counselling Psychology I	Each course provides for practice in counselling. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours to obtain hands-on experiences in counselling. The first practicum may be undertaken in the NIE Psychology Clinic and the second will be undertaken in the field.	6
MCP833	Practicum in Counselling Psychology II	Each course provides for practice in counselling. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours to obtain hands-on experiences in counselling. The first practicum may be undertaken in the NIE Psychology Clinic and the second will be undertaken in the field.	6
MCP931	Practicum in Counselling Psychology I @ Workplace	To bridge the theory-practice gap through the provision of supervised field work experiences for students in different environments and with different populations. In doing so, students will be able to clock hours towards registration with the Singapore Register of Psychologists.	9
MEP832	Practicum in Educational Psychology I	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	6
MEP833	Practicum in Educational Psychology II	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	6
MEP833	Practicum in Educational Psychology II	Each course examines professional relations in schools, models of psychological service delivery, and ethical considerations as well as strategies of applying psychological principles to educational problems in the school. In addition to seminar participation on campus, students are required to undergo a period of supervised field work of 400 hours (over both practica) to obtain hands-on experiences in providing school psychological services.	6
MEP900	Basic Counselling Skills for Educational Psychologists	This course is designed to meet the foundational skills needs of students from the Educational (EP) Psychology track, so that they are able to use basic counselling skills to give negative news sensitively to clients and manage their distress appropriately.	1
MEP913	Psychoeducational Assessment for Educational Psychologists	The course aims to provide trainee Educational Psychologists with psychological testing skills in the administration, scoring and interpretation of selected standardized cognitive, language and literacy tests, and writing of psychological reports.	4
MEP926	Identifying Disabilities and Cognitive-Behavioural Interventions in Educational Psychology	This course provides an introduction to identifying Special Educational Needs (SEN) students with socio-emotional difficulties such as in students with language and/or social difficulties. This course also seeks to equip EP trainees with the knowledge and skills to implement certain strategies used as part of Cognitive Behavioural Intervention for this population of SEN students. Trainees will be provided opportunities to practice the skills in class and to receive feedback.	3
MEP931	Practicum in Educational Psychology I @ Workplace	To bridge the theory-practice gap through the provision of supervised field work experiences for students in different environments and with different populations. In doing so, students will be able to clock hours towards registration with the Singapore Register of Psychologists.	9

Course Code	Course Title	Description	Academic Unit
MEP931	Practicum in Educational Psychology I @ Workplace	To bridge the theory-practice gap through the provision of supervised field work experiences for students in different environments and with different populations. In doing so, students will be able to clock hours towards registration with the Singapore Register of Psychologists.	9
MAC810	Ethical, Legal and Professional Issues in Counselling	The topics covered include professional roles and function, codes of ethics and standards of practice, legal matters and potential liabilities, safeguarding confidentiality, duty to warn, boundaries in therapeutic relationships, client rights, and value differences with clients in the Singapore context.	3
MAC812	Life-Span Developmental Psychology	This course gives an overview of the development and disorders of child and adolescent. It discusses the main features of physical and psychosocial development of children and adolescents. Topics which will be covered include the role of self-concept and self-esteem, parent-child relationships, asperger, autism, ADHD, anger management and prevention of violence, creativity and emotional intelligence.	3
MAC813	Career Development and Counselling	This course provides an understanding of the theories of career development and career counselling / guidance; acquire knowledge and skills in career guidance, assessment counselling; know the development of career guidance counselling in Singapore schools community; know the trends and issues in workforce development in Singapore and beyond; mobilise / organise resources in and out of the school to facilitate the implementation of the programme; and design research to review / evaluate the programme for improvement.	3
MAC814	Theories of Counselling and Psychotherapy	This course aims to help students develop an in-depth understanding of major current affective, cognitive, and behavioural models and skills in using these approaches in counselling. Specific orientations discussed include psychoanalytic therapy, Person-centered therapy, Reality therapy, Gestalt therapy, Rational-emotive-behavioural therapy and Cognitive-behavioural therapy.	3
MAC818	Research Methodology and Statistical Analysis in Counselling	This course covers the research designs and basic statistics. For research designs, topics covered include research problems and hypothesis formulation, the sampling and instrumentation, writing research reports, and evaluating research. For research statistics, students are exposed to the understanding of basic statistics and using statistical software (SPSS) in data analysis. Topics included are preliminary data analysis, descriptive and inferential analysis, parametric and non-parametric tests, univariate and multivariate tests.	3
MAC820	Introduction to Family Counselling	This course gives an introduction to family systems theories and investigates family issues that surface in counselling. Critical examination of systemic change, dysfunction, stages of family development, the dynamics of family interaction, problems associated with individual adjustments, adaptations and other reactions within family is included.	3
MAC821	Mental Health and Community Counselling	This course introduces the students to the field of community mental health counselling. Topics covered include the roles of the community mental health counsellor, professional ethics, managed care, various contexts of practice and organisational structures, outreach, advocacy, mandated clients, crisis intervention services, prevention, consultation, and an understanding of how diversity influences the practice of mental health/community counselling.	3
MAC830	Practicum I	The principal goal of practicum is to provide an opportunity for integration and concrete practice of counselling theories, process and techniques leading to effective individual and group counselling. There will be close supervised counselling practice with clients in approved field sites such as schools or agencies which are consistent with the student's learning needs, career goals and area of interest. Demonstration of appropriate professional quality, social and ethical judgment and being receptive is expected.	3
MAC830	Practicum I	The principal goal of practicum is to provide an opportunity for integration and concrete practice of counselling theories, process and techniques leading to effective individual and group counselling. There will be close supervised counselling practice with clients in approved field sites such as schools or agencies which are consistent with the student's learning needs, career goals and area of interest. Demonstration of appropriate professional quality, social and ethical judgment and being receptive is expected.	3

Course Code	Course Title	Description	Academic Unit
MAC831	Practicum II	The principal goal of practicum is to provide an opportunity for integration and concrete practice of counselling theories, process and techniques leading to effective individual and group counselling. There will be close supervised counselling practice with clients in approved field sites such as schools or agencies which are consistent with the student's learning needs, career goals and area of interest. Demonstration of appropriate professional quality, social and ethical judgment and being receptive is expected.	3
MEM902	Assessment Quality and Standards	The course introduces the standards of quality assessment and how to achieve these standards in practice. The concept of quality assessment is analyzed from a process perspective. The course integrates measurement theories and research findings on classroom assessment to discuss the standards of quality assessment. The summative and formative purposes of assessment are distinguished and how to achieve both purposes is discussed. The module is particularly helpful for those who are often involved in assessment practice. Participants will learn the standards of quality assessment, how to evaluate assessment practices, and how to apply various strategies to improve assessment quality in practice.	4
MEM903	Supervisory Leadership and Curriculum Design	The field of curriculum design and supervision is dynamic and ever-changing. For practitioners especially, it represents a challenging and creative endeavor. There are issues in supervisory leadership and curriculum design which when placed in the context of design, delivery and evaluation are contradictory, confusing, and paradoxical. Further, the discrepancies between the planned curriculum, the enacted curriculum and the experienced curriculum often create misunderstandings about the nature of the educational enterprise. This module will engage you in a personal dialogue in which you will continuously weigh alternative approaches to curriculum design and supervision and the ongoing issues that these alternatives involve. The purpose of this module is therefore to provide you, the educational leader, with an opportunity to successfully interface curriculum, supervision theory and practice in educational institutions.	4
MEM910	Philosophy of Education	Philosophy means the love of wisdom. It is a dedicated pursuit of wisdom through a systematic inquiry into the nature and meaning of the universe and of human life. Philosophy of education is the study of key philosophical ideas that have influenced educational thought and developments in the world. Through an exploration of the views of selected philosophers and philosophies in education, this course aims to provide students with the understanding of the role that philosophy plays in educational thought and practice.	4
MEM918	Globalisation, Educational Change and Pedagogical Reform	This course is an introduction to the concept and salient characteristics of globalisation, its impacts on educational policy and practice, and related issues of school change, curriculum reform and new pedagogy. It provides participants with a conceptual and analytic understanding of globalisation, an understanding and engagement with practical educational issues and problems that face Singapore and other countries as a result of globalisation. The course discusses curriculum and policy reform strategies that are seek to respond to current and emergent conditions.	4
MEM932	Critical Inquiry	This course is a capstone course for students who are progressing into the last stage of their academic study in the MAEM program. Students taking this course are required to identify an existing problem area in their organization which is critically affecting the effectiveness of the organizational operation, hence they wish to investigate, and write a mini research proposal. The selection of a practical issue should be related to a theoretical area of management, and to the candidates interest and intention to improve the situation. Students should be able to demonstrate 1) research skills that they have learned from the 2 core courses of research methodologies; 2) insightfulness of practical issues in organizational lives from leadership/management perspectives; 3) pertinence in their selection of theories from the literature review to address the issues; and 4) capability to generate approaches/solutions to deal with the issues.	2
MID905	Foundation of Learning and Instruction	This course explores issues related to: How do people learn? How do I teach to help learners acquire knowledge and skills? Various learning theories will be discussed to show how learning takes place. We will also discuss various foundations of instruction that could help tutors and trainers design solutions to instructional problems.	4
MID915	Training Needs Assessment and Solutions	TNA is a basic process in instructional design that determines the needs of organisations prior to the development of training. It is one of the fundamental instructional design skills that students need to master.	4

Course Code	Course Title	Description	Academic Unit
MID922	e-Learning Tools for Training	In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.	4
MID944	Methods for Data Collection and Analysis for Instructional Design Projects	This course equips students with the methodological skills to conduct professional practice inquiry in the training, workplace learning and adult learning contexts. It also helps students to start preliminary work for their professional practice inquiry project.	2
MID945	Capstone Project for Instructional Design	<p>This is a Core Course for MAIDT students doing the All-coursework option. Instructional designers are involved in training development activities related to one or more areas in the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) process. In this capstone project, students select an area of focus from following options to complete a workplace project. The options are to:</p> <p>1) Conduct a Needs Analysis. The project deliverable will be a Needs Analysis report (6,000 words maximum, excluding references and appendices) summarizing the data collected, its analysis as well as recommendations for training interventions;</p> <p>2) Develop an Instructional Package: The project deliverable will be an implementable instructional package (comprises lesson plan, paper-based and/or online lesson materials, and instructor guide) as well as a Design Document (3,000 words maximum, excluding references and appendices) explaining the rationalization of the package.</p> <p>3) Conduct a Programme Evaluation: The project deliverable will be an Evaluation Report (6,000 words maximum, excluding reference and appendices) summarizing the evaluation instruments used, data collection methods, data analysis as well as the recommendations for programme improvement.</p> <p>The project can be based on performance problems from the students workplace or organizations that students have approved access to. In each option, students need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the MAIDT programme can be used to address these performance problems. Throughout the process, students will be assigned to supervisors who will serve as mentors for the project.</p>	4
MTCL901	Language Code: Theory and Practice	As Chinese characters are ideographic in nature, the phonetic functions are weak. Furthermore, the structure of Chinese characters are complex and difficult to recognize, to read as well as to write. Therefore, phonetic system, Hanyu Pinyin was developed to aid in learning Chinese. Chinese characters and Chinese phonics operates with two different set of rules. Chinese characters represent single syllables while Hanyu Pinyin operates with a set of standard basic rules in relation to different forms of Chinese words. As instructors of TCIL, it is important to understand the characteristics of these two codes in order to effectively teach Chinese as an international language.	4
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MTCL902	Vocabulary and Grammar: Theory and Practice	The fundamental purpose of learning any language is for communication purpose. Be it in spoken or written communication, vocabulary and grammar are two of the most important components in any language learning, as they play a vital role in building up language proficiency. In teaching Chinese as an international language, instructors must understand the grammatical rules and its effect on vocabulary on the target language to bring about effective teaching. Hence, this course will lay a good foundation in Chinese vocabulary and grammar basics, so as to effectively teach Chinese as an international language.	4

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MTCL902	Vocabulary and Grammar: Theory and Practice	The fundamental purpose of learning any language is for communication purpose. Be it in spoken or written communication, vocabulary and grammar are two of the most important components in any language learning, as they play a vital role in building up language proficiency. In teaching Chinese as an international language, instructors must understand the grammatical rules and its effect on vocabulary on the target language to bring about effective teaching. Hence, this course will lay a good foundation in Chinese vocabulary and grammar basics, so as to effectively teach Chinese as an international language.	4
MTCL903	Chinese-English Contrastive Analysis & Its Application	The use of translation in learning a foreign language is widely used as a teaching and learning strategy to help students remember, comprehend and acquire the use of the target language. The influence of the learners first language, however, will have substantial impact in the language acquisition process. Hence understanding the major difference between Chinese-English through contrastive analysis in theories and practice of translation and its application in TCIL is necessary to equip TCIL instructor with the fundamental understanding to implement the bilingual model in TCIL.	4
MTCL904	Teaching of Listening & Speaking Skills in TCIL	Listening and speaking are two important skills required in any language learning. They are complex skills that need to be developed consciously. In any interaction, comprehending the language used is necessary for effective communication. Hence, as instructors for TCIL, it is important to acquire the various communicative language teaching pedagogical approaches in order to teach effective communication skills. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language listening and speaking content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
MTCL905	Teaching of Reading And Writing Skills In TCIL	Reading and writing are two important literacy skills one requires to function effectively in everyday life. These two skills are interconnected and can be developed together. With global economies and emerging new technologies, new literacies are already becoming part of the educational landscape. Hence, as instructors for TCIL, it is important to understand the various teaching pedagogical approaches to engage learners of this new age. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language reading and writing content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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MTCL906	Application of Information Technology in TCIL	In todays 21st century education, the use of ICT for teaching and learning had infiltrated schools at a rapid pace. To ensure that todays digital learners are future-ready for the workforce of tomorrow, educators must understand and embrace the need to employ the use of ICT to create a 21st century learning environment. A 21st century educator must be competent to use technology with ease in teaching and learning, be it in the classroom or out of classroom where learning takes place anytime, anywhere. Hence, as TCIL instructors, it is important to understand the application of technological tools with content and pedagogical approaches, and appreciate how ICT can create an effective learning environment for TCIL.	4
MTCL907	Language Testing & Assessment in TCIL	Testing and assessment is an integral part of the learning process, and must be closely aligned with curricular objectives, content and pedagogy. It serves as the central function of getting the best possible evidence on what the students have learned. Teachers and students can then use this information to decide what to do next in the teaching and learning process. It is important that TCIL instructors be equipped with the necessary assessment competencies, so that quality teaching and learning can be achieved in all TCIL classrooms, bearing in mind the varied language backgrounds and proficiency levels of TCIL learners.	4

Course Code	Course Title	Description	Academic Unit
MTCL908	Analysis & Development of Instructional Materials for TCIL	<p>Over the last three decades, there are many TCIL curriculums and instructional materials developed for non-native learners globally. However, TCIL instructors find it challenging to identify proper instructional materials for learners of differing abilities.</p> <p>This course aims to enhance the knowledge and skills of TCIL instructors in analysing the instructional materials developed by different editors and publishers. In addition, through better understanding of principles of the curriculum design and instructional materials development for TCIL, instructors will be well equipped in developing instructional materials for different learners.</p>	4
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MTCL909	Global Chinese and Contemporary China	<p>The rapid rise of China as a global economy has driven an increase to the educational and pragmatic value of learning Chinese language globally. Understanding the history and development of China's rise and economic globalization is essential to TCIL instructors as they tread beyond the grounds of China in TCIL to non-native learners.</p>	4
MTCL910	Critical Inquiry in TCIL	<p>Educational research is an important element to educators as it provides fresh perspectives and new ideas to enhance and enliven teaching and learning outcomes. Not only can educational research findings contribute to knowledge development, practical improvement, and policy information, educators can also use these research findings to improve their competences in the teaching and learning process.</p> <p>This course equips participants with the ability to incorporate what they have learned from the programme coursework in their respective specialisation into a proposal report that addresses a specific education issue.</p>	4
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Course Code	Course Title	Description	Academic Unit
MTCL911	Professional English for TCIL Instructors	<p>All teachers need to possess skills that enable them to communicate effectively with a range of stakeholders in the educational settings.</p> <p>Being able to apply these skills in a second language is all the more critical for Chinese language teachers who will need to fulfill school related tasks and communicate with other members of staff, students and their parents in the English medium.</p> <p>This course helps to prepare participants who will be working in international settings as they move through their careers.</p>	4
MTCL912	Early Childhood Education in TCIL: Theory and Practice	Early childhood education is crucial as it has direct impact on the development of learning skills, social and emotional abilities of a child. It is during the early childhood years that we should accentuate the development of language, speech and literacy, as it will significantly enhance the child's learning in the later years. Educators should leverage on the varied learning styles and characteristics of early childhood learners, from infancy to the age of eight, apply corresponding learning theories into practice, to bring about effective teaching and learning of Chinese as an international language.	4
MTCL913	Chinese Language Education for International Schools	According to the study by International School Consultancy Research (2017), there is a rapid surge in the growth of international schools globally. With a growth in expatriate families and an increase in enrolment within the schools host country, the increasing trend is expected to continue in the next ten years. This growing demand corresponds to the need to develop professionally-trained Chinese language educators for International schools. Language offerings in international schools are unique and vary over different school programme. However, each aims to provide students with an edge in this competitive and ever-changing world. Hence, this course will broaden participants knowledge of teaching Chinese language in international school settings and provides constructive career development opportunities to participants.	4
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MAS901	Issues and Research in Humanities Education	This course provides an introduction to issues and research in humanities education using the core themes of the programme - in globalization, citizenship, sustainability and heritage. You will be introduced to key issues in humanities education through an engagement with the academic literature. As the core module in a HD programme, you will also learn about research epistemologies and methodologies relevant to humanities education and learn how to write a research proposal relevant to the area of study.	4
MAS939	Action Research in Humanities Education: Theories and Practices	This course is designed to provide an overview of action research in general and action research in education in particular. The theoretical underpinnings of action research will be emphasized. You will have opportunities to explore and critique a range of action research projects in different contexts and subject matters in humanities education. You will be introduced to an action research cycle and will get to plan an intervention either to improve on your teaching practice in your classroom or to mitigate an identified issue in humanities education. This course will prepare you to be reflective practitioners grounded in evidence-based research.	4

Course Code	Course Title	Description	Academic Unit
MAS944	Global Cities	The 21st century is known as the urban century as the majority of the world's population is moving to urban regions. With increasing processes of globalisation, cities are the new engines of growth for the global economy. While London, New York and Tokyo still occupy the top ranks of global cities, many cities from Global South are challenging this dominance. This course will attempt to introduce the students to the processes of urbanisation, the urban ways of life and appreciate the emergence of global cities beyond the Global North. While this course will discuss the theoretical underpinning of increasing prominence of global cities, it will also include various empirical and grounded experiences of global cities around the world. Especially issues related to urban liveability, sustainability, water, housing and other urban infrastructure issues, which will help students achieve a better understanding of the contemporary urban world will be covered.	4
MAS947	Sociology of Education	<p>This course introduces students to key perspectives and themes in the sociology of education. Sociology of education studies education as an integral part of larger social systems and institutions, often with a critical view on the ways in which education is implicated in the relations of power and inequality that traverse these systems and institutions.</p> <p>Theoretical perspectives covered in this course include the functionalist, the Marxist/Marxian, and various other critical perspectives hinging on social differences such as culture, power, gender, race/ethnicity. Other important themes such as neoliberalism/ization, globalization and inter-/trans-national mobility, curriculum, critical pedagogy and alternative education, are also examined.</p>	4
MTD900	Professional Practice Inquiry Skills	This course equips students with the methodological skills to conduct professional practice inquiry in the training, workplace learning and adult learning contexts. It also helps students to start preliminary work for their professional practice inquiry project. • Design survey instruments, interview protocols, and observation protocols for an instructional design project. • Analyze quantitative and qualitative data associated with common data collection methods required in the field of instructional design for an instructional design project. • Draft an IRB application for an instructional design project.	2
MTD901	Professional Practice Inquiry Project	This course aims to provide participants with a capstone experience to apply the theories and concepts learnt in the programme towards a workplace project. Participants will choose one option from the following: Needs Analysis Report, Instructional Package and Programme Evaluation and execute the project with a specific client. For each project, participants need to articulate the performance problems, collect data and articulate solutions using a data-driven and data-supported perspective. Throughout the process, participants work with supervisors who will serve as mentors for the project.	4
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MTD903	Instructional Design Models and Practices	This course provides participants with an understanding of the process of systematic instructional design and how it can be executed in practice. Participants will explore the pros and cons of different instructional design models. Using an experiential learning approach, participants will execute instructional design projects to analyze, design, develop, implement, and evaluate training they have designed. Students will also examine the instructional design models versus their own workplace practices through online discussions.	4
MTD907	Training Needs Assessment and Solutions	Training needs analysis (TNA) is a basic process in instructional design that determines the needs of organizations prior to the development of training. It is one of the fundamental instructional design skills that students need to master. Given a performance problem, students should be able to conceptualize a training needs assessment by appropriately applying goal analysis, performance analysis, learner analysis, needs and wants analysis, task analysis, contextual analysis, and feasibility analysis.	4

Course Code	Course Title	Description	Academic Unit
MTD909	E-learning tools for Training	In the new information age, many traditional classroom courses or training programs need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice. Through readings, online learning, discussions, and hands-on activities, participants will be able to: * Compare the pros and cons of various web-based tools for training * Compare the pros and cons of various e-learning authoring tools; * Design and develop e-learning lessons by using appropriate tools. * Identify key features of a learning management system and to use a web-based LMS * Apply techniques in digital video production from pre-production, production to post-production to produce an interview video and a training video	4
MTD913	Teaching and Learning in Higher Education	<p>The Teaching and Learning in Higher Education (TLHE) course aims to provide a structured environment for early career faculty, within which they can develop their practical skills and understanding of teaching in higher education. This course begins by exploring learning theories, course design, evidence-based teaching approaches, assessment, and communication with students within the context of their own teaching. Then, learners are provided with opportunities to sharpen their understanding by putting theory into practice. Through this course, they will have opportunities to develop their confidence in the teaching practice through reflection and participation in a community of practice, and as a result, develop a critical mindset that will continue to challenge the way they teach.</p> <p>Content Topics:</p> <p>Teaching in specific higher education contexts, e.g. NTU, Poly, etc. Learning theories</p> <p>Teaching in your discipline</p> <p>Course design</p> <p>Constructive alignment</p> <p>Assessment</p> <p>Designing learning activities</p> <p>Planning a lesson</p> <p>Facilitating Learning</p> <p>Evaluating your teaching</p> <p>Increasing your impact in teaching</p> <p>Showcasing your teaching</p> <p>Blended learning</p>	4
MEA901	Research and Issues in Art Education	This course examines the history of the discipline and explores various methodologies, critical theory, and resource material for art educational research. This involves techniques of scholarly and critical writing and evaluation of bibliographic sources. The intention is to assist candidates locate their own approaches to art education within the context of ideas and to understand the orientation and significance of contemporary art education theory and practice.	4
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 want to further their knowledge and skills in these areas whilst potentially widening their future career opportunities.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2

Course Code	Course Title	Description	Academic Unit
MCL907	Chinese Language Curriculum Design and Instructional Materials Development	Language curriculum design and the development of instructional materials should cater to the differing learning needs of individuals in different regions. The Chinese language curriculum in Singapore uses a uniform set of syllabus and instructional materials for all students. Hence, during the teaching process, many teachers find that they need to adapt these to suit the varying abilities of their students.	4
MCL910	Chinese Language Testing and Assessment	Testing and assessment forms a critical component of language learning and Chinese language curriculum. It is not only closely related to the teachers pedagogy and students learning strategy, but also determines and impacts learning outcomes for both short and long terms.	4
MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	Immersing Information and Communication Technologies (ICT) into Chinese Language classroom is not just about employing digital learning materials or references to aid traditional teaching. More in-depth professional development is required to improve teachers design capacity in engendering different forms of teaching enabled or enhanced by ICT, especially communicative approaches, socio-constructivist learning, and extending language learning beyond the classroom. Moreover, in the context of globalisation in the 21st century, the usage of languages in our daily lives and work environments differs from the past centuries. It is crucial to nurture the students new literacies in utilising Chinese Language for effective communication in the cyberspace, particularly in the new media environments. We need to have a closer link to the 21st century teaching and learning with ICT, providing the natural context for the development of the new literacies.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MCT901	Curriculum: Theories and Issues	The field of curriculum is characterized by a vigorous debate and a plethora of compelling arguments. This introductory course invites participants to examine major issues and debates in the field of curriculum studies, and to bring these ideas to bear on curriculum developments in Singapore. The course is structured around the following fundamental questions: How do we understand curriculum and the work it does? What knowledge is of most worth and what should schools teach? How should this be taught and for what reasons? How does the curriculum reflect a societys understandings of its past as well as visions and aspirations? Participants will be introduced to historical development, socio-economic assumptions, challenges of globalization and the implications of these and other factors on curricular reforms. As participants consider various approaches to exploring these questions, these insights will also guide their study of key curriculum issues in Singapore. The latter include the purposes of education, selection and organization of knowledge, access to knowledge, and methods of delivery in an increasingly global context. These analyses will be done in relation to both theory and practice, and with references to implementation issues in schools and classrooms.	4
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Course Code	Course Title	Description	Academic Unit
MCT902	Crafting the Curriculum	<p>The process of analysis will reveal that curricula are by necessity always incomplete and imperfect everything that is included (topic, activity, question, component, material, assessment, etc.) means that something else has been excluded. This being the case, students will suggest refinements to the curriculum they have analysed, based on their understanding of the needs This course is an introduction to curriculum development. The underlying framework for the course is that curriculum building is a process that requires ongoing study and reflection about curriculum and the practice of teaching.</p> <p>Central and perennial curriculum questions explored are: What knowledge is of most value and worth? How is the learner and learning viewed? What is the role of teachers in creating and enacting curriculum?</p> <p>The process of analysis will reveal that curricula are by necessity always incomplete and imperfect everything that is included (topic, activity, question, component, material, assessment, etc.) means that something else has been excluded. Th is being the case, students will suggest refinements to the curriculum they have analysed, based on their understanding of the needs of learners, the socio-political milieu, and the moral and ethical dimensions of schooling.</p>	4
MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	<p>Understand the central and pivotal role of assessment practices in constructing and enacting educational outcomes and experiences. Critically examine how assessment design, judgments and feedback practices construct the process and outcomes of learning. Develop an awareness of assessment as the primary mechanism for determining merit, and an important discourse for addressing social justice issues.</p>	4
MCT904	Understanding Teachers and Teaching: Theory and Practice	<p>This course explores two intertwining themes: (1) Teacher as the curriculum maker, which explores from the interpretive perspective on how teachers acquire the knowledge, skills, and values in forming their identity in situated teaching practices and curriculum making. How do we understand the composition of teachers knowledge, practice, and skills in making curriculum alive? What counts as teacher quality in an era of accountability? How do teachers provide and practice leadership in curriculum making? How do teachers learn at different points in the teachers professional continuum and in different contexts? (2) Teaching as a practice, one that has been historically understood by scholars, practitioners, and policy makers from a range of theoretical perspectives. What does it mean to conceptualize teaching as a practice situated in relation to curriculum, assessment and learning? What are the many ways people have thought about teaching as a practice, and what are the consequences of those perspectives for how we understand teaching? Who can create, evaluate, and critique knowledge about teaching? The course will introduce some major frameworks that have been used to guide research, policy recommendations, and the work of teachers and teaching.</p> <p>We consider the issues of teaching and teachers in an international context, drawing on research from Singapore and other countries. Some of our texts and video materials we will use will give us repeated opportunities to consider education in China, France, Japan, and the U.S. While they dont constitute a central focus of the course, they will give us some chance for shared discussion that draws on multiple and sometimes conflicting descriptions and interpretations of teaching and teacher in a particular setting. Thus, we further pursue the context-related questions when we make the familiar strange in such an international perspective: In what ways is teaching an embedded practice that is shaped by the many contexts in which it is situated? How is learning to teach a process of entering a particular culture? What does it mean to work as a teacher in response to the discourses prevalent in globalization, and the local culture of the students and the community?</p> <p>As participants consider various perspectives to exploring these questions, they will be guided to reflect upon their own teaching practices and professional identity, with references to educational reforms in schools and classrooms.</p>	4
MCT905	Theories and Perspectives of Learning	<p>This is a reflection-intensive, peer-learning course that offers opportunities for students to interpret and discuss some of the established theories and perspectives on how people learn. It will cover ideas from behaviorism, cognitivism, constructivism, and social-constructivism through key topics such as meaning-making, verbal understanding, inquiry learning, representations of knowledge, the process of knowing, situated cognition, and learning in community.</p>	4

Course Code	Course Title	Description	Academic Unit
MCT913	Differentiating Curriculum and Teaching for Diverse Learners	<p>Contemporary deliberations about the school curriculum have tended to privilege other stakeholders and marginalize students. Unless teachers are able to take seriously what students already know and believe, any innovation in curriculum or pedagogy becomes futile. All students deserve rich learning experiences. This course is designed to encourage teachers and school leaders to examine their assumptions about curriculum, teaching and learning, and to develop a critical understanding of different student learning needs in the regular classroom.</p> <p>Participants will gain an understanding of the reasons and assumptions underlying differentiation. Through the readings and discussion, participants will develop an appreciation of the diverse characteristics of students who learn at different pace as well as study a variety of curriculum options such as those of content and implementation of differentiated units and lessons that optimize learning for students.</p> <p>This course will examine ways that classrooms can effectively differentiate curriculum and teaching to address the complex challenges of meeting the diverse learning needs of students. These will include notions of culturally responsive pedagogy, and the use of technology. Participants will learn to use research-based tools to uncover students experiences and challenges with the curriculum and use curriculum design models in planning appropriate and defensible differentiated curriculum units</p>	4
MCT914	Globalization & Curriculum Reform	<p>Education systems around the world are in a continuous state of reform and change. The catalyst for curricular changes emanate from multiple and layered sources such as local socio-political tensions and global economic imperatives.</p> <p>International comparisons of student performance between countries and their education systems conducted by international organizations (e.g., IEA and OECD) have motivated countries to reconsider their own forms of educational and curriculum policy against those which do differently or better. Countries undertake curriculum reform to equip students with understanding, values, skills and dispositions needed for participating in an increasingly competitive economic environment. Governments attempt to gain greater control over education in order to enhance the quality of educational outcomes, equity of schooling, manage demographic diversity, and develop the ideal citizenry. In many countries, policymakers actively engage in policy borrowing.</p> <p>It is necessary that educators understand how systems and curricular of different countries are currently structured and how the integration of economies, industries, markets, cultures and policy-making and policy-borrowings around the world are converging and diverging curricular around the world. It will help them appreciate the thinking behind curricular reforms, the sustainability and integrity of reforms, its capacity to effect change, malleability of a system and the various institutional processes that countries put in place to effect change.</p> <p>Students in this course will benefit from understanding histories and practices of educational systems and curricular reforms in a sample of countries, and gain insights from internal relations of a countrys education system in a systemic change process.</p>	4
MCT921	Theory and Practice of Authentic Assessment	<p>This course aims to provide participants with a sound grasp of the theoretical underpinnings of authentic assessments as well as practical skills needed for designing authentic assessments. More specifically, it aims to provide participants with 1) conceptual clarity on authenticity 2) principles for designing quality authentic assessments; 3) a critical perspective of the role of authentic assessment within Singapores educational system.</p> <p>The course will be conducted through discussions, group presentations, online forums, and hands-on activities. Participants are expected to critically appraise literature on authentic assessments and to develop an authentic assessment that will enhance the learning of their students.</p>	4

Course Code	Course Title	Description	Academic Unit
MCT933	Affirming Diversity and Culture in Teaching and Learning	<p>Singapore's societal fabric has seen great changes within the past decade as the waves of globalization lap against our shores. In terms of demography, there has been evidence of increasing diversity over the past decade with rising non-resident population, trans-national marriages, and divorce rates. At the same time, home language patterns are also shifting. These demographic and social changes are consequently reflected within our school population. Over the past 10 years, the Ministry of Education has been acknowledging that students are coming from increasingly diverse backgrounds and emphasising the need to take into account student diversity in teaching and learning practices. Addressing student diversity is pertinent for several reasons. Firstly, it helps to narrow gaps in student achievement that may arise on the basis of student differences. Secondly, it can promote intergroup understanding that is critical to becoming engaged citizens in a democratic society. Thirdly, it enhances student psychological and emotional belonging as their identities are acknowledged and accepted.</p> <p>This course aims to help participants understand the different ways in which their learners are diverse, on top of learners' different ways of cultural being. It engages participants in deep exploration of the complex meaning of culture and the influence of sociocultural theories on learning and teaching. Through critical reading of literature and reflection, participants are encouraged to explore reasons for how and why learner diversity and culture are acknowledged, ignored, or contested. In turn, the course compels participants to consider the implications of diversity and culture on teaching and learning as well as propose ways of incorporating learner resources into their teaching.</p> <p>Yet, prior to recognizing and engaging in work around learner diversity, participants will first be expected to confront their own assumptions, bias, and stereotypes so that paradigmatic shifts around groups and learners can happen. Through critical reflection and reading of social psychology theories, participants will gain understanding of group identity formation and inter-group behaviour as well as explore ways of mitigating the negative effects of inter-group behaviours.</p>	4
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 prosumption), 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.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
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MDP901	Social and Emotional Development and Assessment	This course is one of the two core (required specialization) modules in the Master of Education (Developmental Psychology) programme. The course contains major and classic social and emotional development theories that are fundamental to the participants before they take on other more specialized courses in the programme. It also introduces how to assess childrens social and emotional development.	4
MDP902	Children Cognitive Development and Assessment	Childrens cognitive development is the emergence of the ability to process information, think, and understand. Understanding childrens cognitive development is essential for curriculum development, effective teaching, and good policy making.	4
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MDP904	Motivation, Volition and Learning-in-Action	This course is designed to empower teachers, coaches, supervisors or parents to motivate their charges and to develop their volition to love, to will, to think and to make personal improvements so that they become happy and well-adjusted members of the community. The course examines biological-psychological research and theories related to enhancing motivation and volition in young and adult learners. It helps participants to understand why some renowned persons drive themselves to success while others seem to remain in mediocrity. Participants will engage in research practices and reflections as they relate their experiences to theories and hypotheses in daily practices based on the framework of Knowledge-Volition-Action.	4
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MDP906	Personality and Attitude Assessment	This course covers the non-cognitive aspects of educational assessment. Non-cognitive attributes such as attitudes, interests, and personality are important to education for the 21st century. The course complements those of cognitive assessments, to provide the breadth of knowledge for a MEd (Educational Assessment) specialist.	4
MDP907	How to Nurture Creative and Happy Learners	<p>It has been said that we live in the VUCA world Volatile, Uncertain, Complex, and Ambiguous. Creative individuals will cope well in the VUCA world, due to their capacity to think of original solutions to complex and challenging problems. At the same time, via incremental improvement or radical transformation of the VUCA world they live in, creative individuals can live happy, enriched and meaningful lives in society.</p> <p>This module infuses its participants with relevant KSAOs (Knowledge, Skills, Abilities and Others) to nurture creative and happy learners in the Singapore context. It achieves this goal by immersing participants in the theoretical and empirical research on creativity and happiness. By mastering this psychological domain of knowledge, participants will become skillful facilitators of creative and happy learners in the classroom, and thereby prepare their students for living and thriving in the VUCA world.</p>	4

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MDP907	How to Nurture Creative and Happy Learners	<p>It has been said that we live in the VUCA world Volatile, Uncertain, Complex, and Ambiguous. Creative individuals will cope well in the VUCA world, due to their capacity to think of original solutions to complex and challenging problems. At the same time, via incremental improvement or radical transformation of the VUCA world they live in, creative individuals can live happy, enriched and meaningful lives in society.</p> <p>This module infuses its participants with relevant KSAOs (Knowledge, Skills, Abilities and Others) to nurture creative and happy learners in the Singapore context. It achieves this goal by immersing participants in the theoretical and empirical research on creativity and happiness. By mastering this psychological domain of knowledge, participants will become skillful facilitators of creative and happy learners in the classroom, and thereby prepare their students for living and thriving in the VUCA world.</p>	4
MDP909	Assessment and Development of 21st Century Competencies	The 21st century is often described as a VUCA world one that is volatile, uncertain, complex, and ambiguous. With new demands coming from the 21st workplace, it is thus imperative for educators in various educational institutions to develop students capacities to match the needs of the students future workplace. This thus indicates an imperative need to change the way educators craft their lessons and learning tasks so as to provide students with ample opportunities to gain authentic learning experiences and enable the transfer of relevant knowledge and skills from their classrooms to solve real world problems.	4
MDP912	Gestures in learning and development: theory, research, practice	In recent decades, there has been a growing interest in the role of hand gestures (e.g., pointing, creating a shape with the hands) in learning and development. This course examines the research on hand gestures across a variety of educational contexts for children and adolescents, looking at when a teachers gestures can affect learning and what students gestures are telling us. This course introduces methods of classifying gestures and provides a broad overview of how gestures can help learning. This course will help you to make sense of students gestures from an intentional, theory-based perspective and provide you with knowledge on evidence-based practices. The course is for all students who are interested in non-verbal communication, body language and learning.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
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MEC901	Child Development (0-8 years)	<p>The MEC901 Course which is the first specialisation course in the MEd (EC) Program, provides the foundation for all the other specialisation courses.</p> <p>This course will help participants conceptualize childrens development across infancy, pre-school and primary school years (birth to 8 years) through the critical review of/reflection on various developmental theories, models, approaches and scholarly works.</p>	4
MEC902	Issues and Trends in Early Childhood Education	This course aims is to empower participants to explore and reflect critically on key current and historical issues and trends underpinning the developments of early childhood education (ECE), and through this, to examine and discuss how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands.	4
MEC903	Research Investigations in Early Childhood Education	This course introduces students to the research design process in early childhood related topics. This course is essential in preparing students for their dissertation and MMM800 (Critical Inquiry) course which would require them to conduct a small research study within a single semester. This course provides the necessary preparation by allowing students to craft a coherent research design gathering literature, sifting through theories, identifying a focused topic and honing in on the studys purpose as well as selecting the specific research methodology for their study which is centered in the early years and commonly used in early childhood education.	4
MEC906	Curriculum Design and Development in Early Childhood Education	The course explores the theoretical and practical nature of various early childhood curriculum approaches across time and context. The discussion will closely examine the wide array of paradigms with the underlying conceptions about children and education in light of a range of practical implications. In order to be able to prepare to be curriculum developer, theorizer, and advocator, the course enhances participants capacity to utilize multiple critical lens to rethinking and doing of educational complexity, equity, and diversity.	4
MEC909	Professionalism in Early Childhood Education	<p>This course is designed to review and reflect on current understandings of professionalism in the EC field both globally and locally.</p> <p>It explores the twin concepts of leadership and professionalism with reference to early childhood education in the Singapore context. It also explores how leaders can create avenues for professionals to innovate, enriching optimal learning and meeting the needs of children and their families.</p>	4
MEC910	Pedagogy in Early Childhood Education	This course is designed to equip early childhood educators who are in teaching and mentoring roles to effectively design the curriculum and content to instruct adult learners who are preparing to enter the early childhood workforce. It will introduce participants to adult learning theories and scaffold their skills in teaching and instructing adult learners. The course enables participants to understand what motivates adult learners and be equipped with the needed skills to create content and instructional design that is conducive for the adult learner who is teaching young children. Hence, the course leverages on the participants existing knowledge on how young children think and learn. Participants will draw information from the various courses that they have previously undertaken, (e.g. child development, curriculum, assessment, diversity, etc.) for this course on Pedagogy in ECE. This course also has a practical element, which seeks to improve the participants instructional design and delivery in the context of teaching an early childhood course to adult learners.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4

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MAX902	Paradigms and Practices of Assessment	This course seeks to provide strong fundamentals for participants to acquire a critical level of foundational assessment literacy, engage with different paradigms of knowledge, and be proficient in the application of key assessment practices. Assessment is posited as the object of study, and also as the key driver for designing the structure, pacing, and pitching of the course content. Participants are required to grapple with a range of assessment concepts, some of which are not literally nor easily reconcilable, and to distil a conceptual clarity from which they may interrogate their own assessment practice contexts.	4
MAX914	Assessment and Development of 21st Century Competencies	The 21st century is often described as a VUCA world – one that is volatile, uncertain, complex, and ambiguous. With new demands coming from the 21st workplace, it is thus imperative for educators in various educational institutions to develop students capacities to match the needs of the students future workplace. This thus indicates an imperative need to change the way educators craft their lessons and learning tasks so as to provide students with ample opportunities to gain authentic learning experiences and enable the transfer of relevant knowledge and skills from their classrooms to solve real world problems.	4
MAX921	Design of Assessment Systems	Designing an assessment system that is aligned with the curricular or programme goals is essential for the MEd (Educational Assessment) graduate. A comprehensive assessment system comprises both formative and summative aspects and this course introduces participants to the general principles of assessment system design. Participants also examine the relation between assessment and learning, and explore current relevant issues pertaining to assessment.	4
MAX922	Assessment Feedback for Improvement and Learning	This course seeks to provide strong fundamentals for participants to acquire critical awareness of key issues and core tenets of instructional feedback as a key assessment practice. Feedback is discourses as integral to pedagogy and curriculum, and posited as the primary and pervasive dialogue in which learners can identify and address their learning gaps with teachers and peers. The multi-faceted dimensions and purposes of feedback practice are presented, including feedback as pedagogy and/or partnership, and feedback for performance, receptivity, and resilience.	4
MAX924	Theory and Practice of Authentic Assessment	This course aims to provide participants with 1) conceptual clarity on authenticity 2) principles for designing quality authentic assessments that yield valid information of a learners ability; 3) a critical perspective of the role of authentic assessment within Singapore's educational system.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MED903	Elementary Statistics for Education	This course provides the MEd (Educational Assessment) graduate student with the skills and understanding of elementary statistics and their applications in the social and behavioural sciences. Basic statistical literacy is required in a critical reading of research literature and in conducting sound research. It is essential knowledge for a MEd (Educational Assessment) graduate working in the field of educational measurement and evaluation	4

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MED905	Applied Regression Analysis	This course is designed to equip higher degree students as well as teachers with the basic concepts and methods of regression analysis. The course will cover how regression analysis can be applied to answering research questions, in particular, in the educational context. The students will get hands-on experience in running relevant statistical software to run regression analyses to analyze data.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
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MEL901	Language and Literature Education	Historically, literature and language have not been dichotomous terms. Literature as a concept emerged in the fourteenth century and its latin root is littera denoting a letter of the alphabet. In this sense literature was tied to literacy or, more specifically, the ability to read. It was only later that literature became connected to the concept of taste involving the ability to read particular kinds of text and the discipline emerged in distinction from fields of language and linguistics. In this course, we seek to examine historically the disciplinary schism between English language and English literature and explore socio-cultural, linguistic and textual theories advocating an integrated approach to English language teaching. In the process, we aim to problematize the dichotomies between reading and writing, literacy and literariness, the functional and the aesthetic.	4
MEL902	Analyzing Literature and Language	This course introduces participants to the study and analysis of styles in canonical and non-canonical literary texts, as well as other similarly creative texts such as advertisements, using fundamental linguistic and literary tools. It is an interdisciplinary course spanning the borders of English language and English literature, which are presently framed in the school curriculum as two subjects even though they are mutually constitutive fields of inquiry. As education expands globally and exponentially, it is imperative that both language teachers and literature teachers promote learners who are able to systematically identify and critically evaluate or appreciate the qualities of language used for particular effects in a plethora of creative texts which exist around them. Participants in this course will have opportunities to examine and describe the forms of texts, interpret their communicative functions and offer evaluations of the textual effects created, supported by language-based evidence.	4
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.	4
MEL917	Teaching Grammar and Writing	This course introduces participants to contemporary approaches to teaching writing and contextualised functional models for teaching grammar. Participants will also develop principles and procedures for evaluating current practices in the teaching of grammar and writing.	4
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.	4

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MEL921	Literature, Culture and Education	This course attends to the theory and practice of English education in relation to literary studies, raising questions that resist simple answers: How are the aims and objectives of English studies bound up with the processes and practices of a given culture? How are English Literature curricula and pedagogy implicated in the ideological structures of formal schooling? To what extent should traditional notions of literature education change amid the realities of globalization in the digital age? How do English curricula valorize and/or marginalize students and teachers cultural identities on the basis of language, race, ethnicity, class, gender, and sexuality? Are English teachers complicit in privileging the cultural paradigms of a western literary education? How can literature education become a vehicle of cultural and political critique? These questions will be addressed in relation to the challenges of critically performing and conforming to the Literature Education curricula in Singapore schools.	4
MEL922	Teaching Shakespeare	This is a graduate course on acquiring knowledge and understanding of as well as how to teach the works attributed to the poet and dramatist William Shakespeare and a number of his contemporaries. Students will be introduced to a representative but also canon challenging range of Shakespeare texts complemented by a range of scholarly and pedagogical texts with the goals of making teachers more informed, better readers and teachers of Shakespeare texts. Each week each Shakespeare text will be taught through the lens of a particular literary theory. Upon completion of this course, students should be able to choose appropriate texts to teach their students, as well as choosing and planning appropriate strategies for introducing local students of any level to Shakespeare. Teaching involves teacher guided but active student lead seminars, each week by a different student, culminating in a symposium concerning new ideas for teaching Shakespeare in new and inspiring ways in the local context. Students will have a range of opportunities to think critically, share and debate ideas, and pedagogical strategies, through class discussion, group work, pair work and online activities.	4
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.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MLT901	Foundations of the Learning Sciences	This course considers present day discourses on learning/learning sciences in the broader context of education and how people learn. Students will deepen their understanding of constructivist learning approaches and learn to be cognizant of the vital roles of language and inquiry in human learning. Specific learning sciences topics include: * Conceptual change * Knowledge building * Cognitive apprenticeship * Learning in activity * Computer-supported collaborative learning * Learning in virtual worlds * Teacher education from the perspective of learning sciences * Design-based research	4

Course Code	Course Title	Description	Academic Unit
MLT902	Orchestrating and scaffolding knowledge building with learning analytics, artificial intelligence and collaborative technologies	This course is relevant to school teachers or professional educators working in organizations. Knowledge building (KB) is a future-oriented pedagogy that aims to develop learners knowledge building capacity through collaborative idea improvement in schools or organizations. It is especially critical for the development of knowledge creation societies. An important supportive socio-cognitive and technological environment is critical. Technologies such as computer-supported collaborative learning (CSCL) have been used to support knowledge building. Emerging technologies such as learning analytics and artificial intelligence are also gaining traction. In this course, you will participate as a member of a knowledge building community to explore and debate various issues related to fostering knowledge building in schools or your organizations. You will learn to craft inquiry-based learning activities, design thinking prompts to support intentional learning, facilitate social negotiation of ideas among learners and design both the face-to-face and online environments to help learners deepen their learning. You will also learn to leverage learning analytics and artificial intelligence to support learners in knowledge building.	4
MLT908	Design of Interactive Learning Environments	Topics include: * ILEs and Key findings from the Learning Sciences * Critical Perspectives on Educational Technologies * Design of Learning Environments * Design of Scaffolding for Learning * Design of Learning Experiences with New Media * Design of Learning with Collaborative Technologies * Design of Learning with Mobility * Educational Games * Design of Learning Spaces * Assessment of Collaborative Learning * Scaling educational innovations	4
MLT915	Digital Game-Based Learning	<p>The course will deal with digital games and theories of play that can support digital game-based learning. Students will be exposed to different approaches to the use of digital games to support teaching and learning together with their underlying theoretical bases. They will also learn through a substantial game-based learning group project.</p> <p>The specific topics include: Digital games for education Theories of play for conceptualising digital games Theories of learning for conceptualising game-based learning Game-Based learning and Gamification Design for learning with digital games</p> <p>Students are required to spend at least 3 hours in course readings and class preparation each week.</p>	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MML904	Features of the Malay Language in Singapore	Geographically, Singapore is in the midst of the Malay archipelago, comprising Malaysia, Indonesia and Brunei Darussalam, whose lingua franca is Malay language. However, over the years, Malay language in each country has gone through various development and changes due to its unique locality and socio-cultural experiences, and thus, developed new forms of language varieties. This course primarily highlights that these distinct features should not be perceived as imperfect uses of Bahasa Malaysia, Bahasa Melayu or Bahasa Indonesia.	4
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MME901	Theoretical Perspectives and Issues in Mathematics Education Research	<p>This is a required specialisation course for the MEd (Mathematics) programme. It equips participants with foundational knowledge in mathematics education as preparation for specialisation elective courses in the programme.</p> <p>This course contributes to one of the programme objectives of providing the participants with a range of the big ideas in mathematics education theories and related research. This serves as an introductory course to induct participants into an inquiry disposition suitable to the disciplinary emphasis in mathematics education.</p>	4

Course Code	Course Title	Description	Academic Unit
MME906	Curriculum Studies in Mathematics	<p>This is a specialisation elective course for the MEd (Mathematics) programme.</p> <p>The course contributes to the following programme objectives particularly in the area of curriculum studies in mathematics: (1) develop the participants competencies in conducting educational research; (2) provide participants with the knowledge and skills related to specific ideas in mathematics education.</p>	4
MME915	Geometry and the Teaching of Geometry	<p>This is a specialisation elective course for the MEd (Mathematics) programme.</p> <p>This course contributes to the following programme objectives particularly in the area of geometry and its teaching: (1) build the participants knowledge of the mathematics subject matter; (2) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom. In addition, the course also covers students misconceptions in the learning of geometry in support of another programme objective of providing participants with knowledge related to specific ideas in mathematics education.</p>	4
MME921	Singapore Primary School Mathematics	<p>This is a specialisation elective course for the MEd (Mathematics) programme.</p> <p>The course contributes to the following programme objectives particularly in the area of teaching primary school mathematics in Singapore: (1) provide participants with the knowledge and skills related to specific ideas in mathematics education; (2) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom.</p>	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MUE902	Philosophy of Music Education	<p>This course centres on the philosophical foundations of music education. In particular, it seeks to address the big questions that confront contemporary music education. Course readings range from ancient to living scholars and philosophers, and cut across cultural borders in its inclusion of Asian and comparative philosophical writings.</p> <p>(a) Philosophy of music education in the ancient world (b) Utilitarian philosophy of music education (c) Aesthetic philosophy of music education (d) Praxial philosophy of music education (e) Music education through postmodern lenses (f) Asian philosophies of music education and comparative approaches</p>	4
MUE904	Studies in Musical Behaviours	<p>This course involves a study of musical practices around the world with special emphasis on interdisciplinary perspectives such as philosophy, music education, analysis and sociology. An important corollary will be the ramifications for the teaching and learning of the various musical traditions.</p> <p>i) Deconstruction of Music/al and Behaviour ii) Music as human-constituted activity; aspects of disciplinarity iii) Music and discourses of behaviour iv) Means, methods, media/tion/Systemic and Systematic practices v) Cap/abilities in Music-making vi) Consequences involving music and behaviour vii) What does musical behaviour mean? viii) Musical practices - exemplars ix) Seminar Presentations</p>	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MSC905	Science Discourse: Learning through Talk and Texts in the Classroom	This course aims to deepen participants understanding of the complex interplays between language, identity, and learning in general as well as gain knowledge about scientific reasoning, explanation, and argumentation for science teaching. Through theoretical exploration of key readings in the field and practical application with local data, participants will develop the basic skills to analyze classroom talk and text and relate these to issues of learning and identity. Moreover, participants will enhance knowledge-building of reasoning, explanation, and argumentation for the science classroom.	4

Course Code	Course Title	Description	Academic Unit
MSC911	AI and Emerging Technologies in Science Education	This course aims to provide you with an in-depth understanding of how artificial intelligence (AI) and emerging technologies are transforming science education. You will explore the latest trends, tools, and techniques that can be applied to enhance teaching and learning in science. By the end of the course, you'll be equipped with the knowledge and skills to integrate AI-driven solutions and technological innovations into educational practices, improving both classroom experiences and student outcomes. This course is designed for educators, curriculum designers, and anyone passionate about advancing the role of technology in education. Taking this course will provide you with the tools to stay at the forefront of educational technology. You will also gain valuable insights that can inspire new ideas for your own classroom or research endeavours, ensuring you remain forward-thinking in an ever-evolving landscape.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
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 lives present and future challenges.	4
MSE902	Human Development	This course examines the major dimensions of typical and atypical physical, cognitive, moral, emotional and social developments in relation to the patterns of growth, stability and change, which occur across the lifespan. The impact of biological, psychological, and social challenges on human development will be explored. An ecological perspective will be utilized to understand the individual, family, community, and society issues related to these challenges. A range of developmental learning theories will be introduced to help explain different outcomes in terms of learning, personality, behaviour, mental capacities and processes, and the influences of culture and language. Alongside the general theories of human development, disability will be introduced through a life course approach to offer an alternative framework for thinking about disability as it affects people of all generations and at all points of life course transition. This perspective is important, because it highlights how disabling societies and practices affect the population under consideration i.e. children, young people and adults, helping us to understand life course transitions in a collective way, and how this shapes our understanding of disability in the social world. Participants will be encouraged to link theoretical perspectives and empirical studies with their roles as educators in order to help them develop the necessary understanding and skills to assist others in navigating lives present and future challenges.	4

Course Code	Course Title	Description	Academic Unit
MSE913	Curriculum Design and Development	This course introduces curriculum design and development models and practices pertinent to the field of special education. Students will demonstrate the why, what and how of curriculum design and development. Effective teaching and learning requires a renewed focus on the unique needs of individual learners and an understanding of differentiated curricula and pedagogies to meet the needs of these learners. This course aims to offer the knowledge and skills to develop appropriate curricula and instructional approaches to accommodate learners with diverse needs ranging from those with high support needs to those who are gifted and talented.	4
MSE913	Curriculum Design and Development	This course introduces curriculum design and development models and practices pertinent to the field of special education. Students will demonstrate the why, what and how of curriculum design and development. Effective teaching and learning requires a renewed focus on the unique needs of individual learners and an understanding of differentiated curricula and pedagogies to meet the needs of these learners. This course aims to offer the knowledge and skills to develop appropriate curricula and instructional approaches to accommodate learners with diverse needs ranging from those with high support needs to those who are gifted and talented.	4
MSE914	Evidence-based Practices in Special Education	This course provides an in-depth view of evidence-based practices in the field of special education. Participants will review the evidence-based practices across various domains (e.g., academic, behavioural, social emotional) in special education. Participants will also be introduced to the single-case research designs that are commonly used to evaluate the effectiveness of interventions with individuals with disabilities. Participants will be equipped to understand journal articles that examined intervention effectiveness in special education, and learn to translate this knowledge to impact their support of individuals with disabilities.	4
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.	4
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.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MTL905	Introduction to Tamil History & Culture of Tamil	The module aims to involve teachers in an in-depth study of selected topics in Tamil history and culture such as Ancient Sangam literature. The module will further elaborate on the emergence of ethical literature as well. The topics that will be covered include Traditional Kingdoms, changes in Tamil culture, the effects of social and political changes due to the influence of the various religions, the changes in primary and secondary role of women in Tamil Nadu, the educational equality and the influence of historical and social changes in Tamil culture. The importance and emergence of epic, minor and modern literature will be covered as well. The evolution of Tamil language and grammar through the different periods will be taught. Understand the code mixing of Tamil language through the various periods of time.	4

Course Code	Course Title	Description	Academic Unit
MTL906	Assessment for Tamil Language	This module aims to widen students knowledge on Assessment theories and concepts. In specific, the module will focus on Holistic, Formative and Summative Assessment, its impact. This module will also elaborate on the place of Second Language Assessment in Tamil Language Education in Singapore. The aspects of effective assessment will also be covered in the module. This module will look into the assessment of the various language skills and the emphasis of these skills in teaching and learning. The module will also include the assessment theories introduced newly and the rationales of these suggestions. Uniformity in assessment is also a key concept that will be covered in the module.	4
MES901	Integrative Project	<p>This course will equip students with an advanced level understanding on research methods and critical inquiry. Topics covered include: science knowledge, scientific research an inquiry, scientific writing, and scientific presentation.</p> <p>Students will carry out a small research project, integrating skills and knowledge gathered over the MSc ESS programme. The deliverables are a research paper and a presentation.</p>	2
MES904	Biomechanics of Sport and Exercise	<p>This course will equip students with an advanced level understanding of biomechanics. Topics covered include: kinematics, kinetics, biomechanical instrumentation, data acquisition, data processing and interpretation, and research approaches in biomechanics.</p> <p>Students will perform laboratory work using state-of-the-art equipment, alongside lectures and tutorials. Students will also get an opportunity on a practical problem as part of the research experience. A mix of face-to-face interactions, online learning and group work is implemented in this module. It is intended that students be guided to holistically integrate the knowledge presented throughout the module.</p>	4
MES910	Physical Activity, Nutrition & Health	This course will equip students with an understanding of the role of physical activity and nutrition in preventing chronic non-communicable lifestyle diseases. Issues related to measurement are covered before examining the evidence that physical activity and good nutrition can be used to prevent and treat a range of chronic lifestyle diseases. Physical activity prescription and nutritional recommendations for the prevention of each disease will be examined. The course will use a range of methods to explore the evidence including lectures, laboratory work, tutorials, online learning, group work and presentations.	4
MES917	Marketing Management in Sport and Entertainment	The aim of this course is to understand the principles of marketing management in sport and entertainment. Students working in the sport and health management industry or intending to pursue a career in sport and health management should take this course. In addition, this course helps students to develop their ideas in relation to marketing practices, based on the critical analysis of the existing evidence. The course helps students grasp the theoretical background to their decision-makings in the sport and entertainment marketing through the knowledge of marketing science.	4
MLS900	Science Communication	It is important for Science to be communicated effectively across all levels, given its large impact on society and vice versa. All science professionals, whether they are in education, research or industry, will need to engage different audiences in science communication at various points in their work. It is therefore essential for them to be equipped with the knowledge and skills to evaluate scientific information and communicate it using audience-appropriate styles and platforms. Given its high relevance and wide applicability in the science-rich workplaces for graduates from the MSc (Life Sciences) programme, Science Communication is proposed as a core course for all students in the programme.	4
MLS921	Critical Inquiry (Chemistry)	This is a compulsory experimental course offered to MLS (Chemistry) participants to enable them to solve real life problems. This course will enable participants to enhance their higher order thinking skills like critical thinking and problem solving; and apply chemistry knowledge through the use of the scientific inquiry approach to solve related chemical problems. Experimental techniques and relevant instrumentation related to different areas of chemistry will be introduced. This course will be taught by a team of chemists with different backgrounds and participants will benefit from the diverse range of topics and ideas presented.	2

Course Code	Course Title	Description	Academic Unit
MLS929	Medicinal Chemistry	Medicinal chemistry is a chemistry-based course and it involves the application of chemical research to the development of new pharmaceuticals. A wide range of topics will be included in the discussion of medicinal chemistry. These topics include drug targets, drug optimization, structure activity relationship studies, synthetic organic chemistry, pharmacology, as well as drug discovery and development. Novel chemical and biological techniques will be highlighted in this course and are introduced in the context of the drug development process. Interdisciplinary aspects of medicinal chemistry will be emphasized by linking other scientific disciplines, such as biochemistry and molecular biology. This course will be taught by a team of chemists with different backgrounds and participants will benefit from the diverse range of topics and ideas presented.	4
MLS942	Global Energy Systems	This is an introductory course that is designed for students to understand the global energy sources available for mankind. It provides both theoretical and practical understanding of how energy and climate policies are distributed and connected across a multitude of cases drawn from global to local arenas. This is the first course in this Master programme and is intended for those engaged with or planning a career in professional contexts relating to energy management, education, RD and marketing.	4
MLS943	Photovoltaic Physics and Solar Cells	Today the traditional energy sources based on fossil fuels are depleting at an ever fast rate and will be exhausted in the next centuries. Photovoltaic solar energy becomes one of the most feasible alternative energy sources that will provide energy demand for mankind in the future. This course deals with the issues of an alternative sustainable energy source that relies on the direct conversion of sunlight into electrical energy in solar cells based on the photovoltaic effect.	4
MLS950	Applied Quantum Mechanics	Quantum mechanics is widely recognized as the basic law that governs all of nature, including all materials and devices. It has always been essential to the understanding of material properties, and as devices become smaller it is also essential for studying their behavior. This is an introductory course on quantum theory designed for students to understand the rudiments of the physics governing the atoms and molecules. There is an increasing need for professionals in clean energy to delve deeper and deeper into the laws of microscopic regime.	4
MLS963	Conservation and Management	In a rapidly changing world where the utilisation of resources is inextricably linked to development, the challenge of ensuring the sustainable use of natural resources has global consequences. This course will deal with issues relating to the sustainable use, protection, conservation and management of the earth's natural resources through relevant case studies. Local, regional and international initiatives, which address the issue of sustainable development and natural resource management, and the role of science in environmental management will be studied.	4
MLS972	Advances in Ecology	Besides introducing the various concepts in ecology, the course focuses on the complexity and interplay of ecology at the different levels of biological organisation (e.g., individual <-> populations <-> communities). In today's highly altered environments, knowledge about ecology has immense value in real-world applications to ensure a sustainable Earth for future generations. Singaporean issues are central, but are set in a global context. For example, the construction of the EcoLink@BKE in Singapore is an attempt to address habitat fragmentation, an issue also faced by many developing countries due to deforestation and habitat degradation. Topics include population growth models, competition, niche partitioning, trophic interactions, succession, and island biogeography.	4
MSM901	Fundamentals of Postgraduate Mathematics	This course aims to bring you up to speed with regard to the fundamentals of postgraduate mathematics. It involves process skills such as reading mathematics texts and writing mathematics reports, mathematical problem solving, and computational thinking via coding. It is anchored in advanced mathematics content that will allow you, as Felix Klein proposed, to view school mathematics from a higher standpoint. Content includes proof techniques, set theory and logic, and various aspects of infinity. This course is intended for educators, especially secondary and post-secondary school teachers, to help them to have an in-depth conceptual understanding of some topics in school mathematics such as number systems, calculus, and computational thinking from an advanced perspective of mathematical theory building and processes. This course will also lay a foundation for students in the Master of Science (Mathematics for Educators) programme.	3
MSM902	Selected Topics in Mathematics	This course aims to expose you to some selected contemporary topics in mathematics.	3

Course Code	Course Title	Description	Academic Unit
MSM904	Analysis	This course in real analysis aims to introduce you to the order-theoretic, algebraic and geometrical structures of the real line, and the relationships between them. In particular, you will be introduced to the concepts of sequences and convergence first, for real number sequences, and next, for sequences of real-valued functions. This course is intended for educators, especially secondary and post-secondary school teachers, to help them gain an in-depth understanding of some topics in school mathematics such as limits of sequences, continuous functions such as polynomials, exponential function, trigonometric functions, the link between differential and integral calculi, through the lens of real analysis. This course will provide the foundation for students who read analysis at the postgraduate level.	4
MSM905	Data Science	This course is designed to introduce you the basics of data science methodology and let you be able to apply such methodology to real problems. This course is intended for educators, to empower them to perform data visualization, data preparation and prediction tasks. This course will also lay a foundation for students who plan to pursue a PhD in areas related to data science/statistics.	4
MSM907	Geometry	Geometry is one of the foundational topics in mathematics. This course presents a complete axiomatic system for Euclidean geometry and related geometry topics. By completing this course, you will gain a clear picture of the whole hierarchical structure of geometry. You will learn the rigorous definitions of the fundamental geometry concepts, such as angles, triangles, rays, congruent/similar triangles. You will also learn the formal proofs of the fundamental results in geometry, such as the equivalence of various different triangle congruency (similarity) tests, Angle Sum Theorem and Exterior Angle Theorem as well as the Midpoint theorem. The course will also cover some advanced topics in geometry such as the non-Euclidean geometries, projective geometry or differential geometry. These advanced topics will widen and deepen students' knowledge in geometry and help those who want to pursue higher degree study.	4
MSM972	Advanced Topics in Algebra	This course aims to expose students who are strong in mathematics to some advanced topics in algebra.	4
MSL906	Education at the Intersection of Artificial Intelligence and Neuroscience	The human brain is the best example of intelligence known, with unsurpassed ability for complex, real-time interaction with a dynamic world. At the same time, developments in AI are yielding benefits for neuroscientific research. Patterns identified from neural networks can illuminate computations enacted by the biological brain, functioning both as a model for developing and testing ideas about how the brain performs computations. Conversely, brain-activity recordings can be fed to an artificial neural network and tasked with learning how to reproduce the data, functioning as a tool for processing complex data sets that the Science of Learning research field is generating. This course will explore cycles of mutual reinforcement between neuroscientific data and artificial neural networks to obtain further insights into how computation works in the brain, and how machines that can take on more human-like intelligence to advance understanding for how a learner develops. Specifically, the course will focus on unexplored spaces at the intersections of neural AI, symbolic AI, brain science and cognitive science. Takeaways include implications for education and how cutting edge teaching and learning methodologies harnessed from AI and SoL fields may be developed.	4
MSL907	Translating Educational Neuroscience	Efficacious translation from science of learning research to the education practice and policy making continues to have challenges. Educational professionals need to have up to date knowledge of the ethics, feasibility, and challenges of translation to make informed decisions for their students.	4
MSL908	Brain, Behaviour, Cognition	Rapid changes in the milieu of 21st century learning culture and environments foregrounds the criticality to be cognizant of the multidimensional aspects of human cognition. This course entails an in-depth understanding of the nature of human learning focusing on neurobiological tenets. Having a grasp of the interfacing dimensions between brain, behavior and cognition can provide insights and a deep understanding of how learning occurs, particularly in the current milieu. This course will provide the biological foundation for students pursuing the Science of Learning program with its niche focus on neuroscientific bases of learning.	4
MSL909	Integrative Project	This research-based course consolidates students' overall learning from the programme. It requires students to identify a Science of Learning education related issue, which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2

Course Code	Course Title	Description	Academic Unit
MTC903	Assessment for Learning: Theory and Practice	<p>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 first examines the discourse of AfL and formative assessment, against its varied and different theoretical constructions from Anglophone countries (e.g. USA and UK), before examining regional case studies from more recent times.</p> <p>This course also aims to equip participants with an understanding of the effects of assessment design and practice on participants' learning in a curriculum, and how choice of assessment methods, assessment task design, classroom formative assessment and feedback practice may be situated for reiterative (constructive) alignment of assessment, curriculum and pedagogy.</p> <p>Participants will learn and apply assessment for learning pedagogies to revise/develop an assessment design in a complete unit lesson plan in ways that ultimately enhance their students' construction of learning.</p>	4
MTC904	Facilitating Learning in the Digital Age	<p>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.</p>	4
MTC907	Integrative Project	<p>The Integrative Project is a capstone course which provides the learning opportunity for participants to tie together and culminate what they have learned in the courses offered in the programme into a proposal report that addresses a specific problem or issue in education through the process of rigorous inquiry.</p>	2
EDEL901	Sociolinguistic Perspectives on the Classroom	<p>This course seeks to examine language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on classrooms. Students who are interested in how language impacts and in turn is influenced by society should take this course. Sociolinguistic concepts and issues discussed in the course will broaden perspectives on the critical role language plays in various domains of society, like education.</p>	4
EDEL901	Sociolinguistic Perspectives on the Classroom	<p>This course seeks to examine language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on classrooms. Students who are interested in how language impacts and in turn is influenced by society should take this course. Sociolinguistic concepts and issues discussed in the course will broaden perspectives on the critical role language plays in various domains of society, like education.</p>	4
EDEL902	Language and Literature Education	<p>In this course, we seek to examine historically the disciplinary schism between English language and English literature and explore socio-cultural, linguistic and textual theories advocating an integrated approach to English language teaching. In the process, we aim to problematize the dichotomies between reading and writing, literacy and literariness, the functional and the aesthetic.</p> <p>Aims 1. To provide students with a macro understanding of English in relation to historical and global developments. 2. To consider some of the key principles that have grounded English and how the discipline of literary studies diverged from other fields in English. 3. To consider the potentialities of English as a global language and the ways in which engagements with literary and rich texts can facilitate the development of global consciousness, the empowerment of students to critique social and global injustices, and the cultivation of empathetic dispositions in response to increasing transnational interconnectivity. 4. To give students opportunity to critique different curricula models, particularly world and cosmopolitan paradigms.</p>	4

Course Code	Course Title	Description	Academic Unit
EDEL904	Critical Literacy: Theory, Practice, and Research in Context	This course offers an invigorating approach to the study of critical literacy to those who are interested in studying how literacy works in relation to the word and the world. It presents examples of seminal historical and contemporary theory, research, and practice in local and global contexts. You are encouraged to adopt a reflexive standpoint on your reading in order to hone your critical, analytic, and reflective faculties and to dialogue with the course tutor and among yourselves to deepen thinking. While there is a strong focus on the theoretical, there is also a balance derived from connecting theory to research and practice across diverse cultures, communities, families, and classrooms through the semiotic study of linguistic and other symbolic, and material culture. Issues affecting the position of diverse individuals in these varied contexts will be examined. You will have opportunities to explore the subject from your own personal, professional, and academic passions and standpoints. Apart from the subject matter, the course is one which educates in thinking and its discourses. It therefore is beneficial in a wide range of careers in the fluid and multimodal, multiliterate populations of the 21st century. Critical literacy is also a values approach; by exploring the positioning of the individual in culture and curricula, it will deepen your empathy and respect for others.	4
EDEL906	Language Teaching Methodology	<p>This course aims to examine the rationale and principles behind teacher- and learner-centred methodologies and critically assess their appropriateness for the local as well as international English language teaching contexts. In addition, the course aims to examine the influence of numerous factors (e.g., cognitive, affective, social and technological) that affect the way language teachers plan, deliver and evaluate language learning.</p> <p>Aims</p> <ol style="list-style-type: none"> 1. Familiarize course participants with current thinking and scholarship in ELT and its related disciplines (e.g., SLA, Applied Linguistics), and also insights from cognitive psychology and general education theories and research. 2. Develop a critical understanding of approaches and methods in language teaching and explore their potential applications in the classroom 3. Demonstrate understanding of the various factors that affect the effectiveness of classroom 4. Explore the impact of technology in the design, delivery and assessment of learning 	4
EDLC902	Ethics for Leaders	This course equips students with knowledge of concepts and principles that will enable them to think and act ethically as leaders in their professional contexts in education. It is targeted at advanced students engaged in educational leadership and management. Ethical leadership matters in education as the very act of educating is ethical work. That is, leaders not only have the duty and responsibility to be clear about their personal and professional values. They also have the further responsibility of creating an ethical environment that contributes to the moral development of their students, staff and/or other educational stakeholders. But what does it mean to develop a good person as well as a good citizen? How should educational leaders respond to various ethical dilemmas that arise from clashes of values in terms of their obligations to self, the profession, the organization and various stakeholders? This course addresses these and other questions, and invite students to critically engage with the scholarly literature in ethics, leadership and education. It prepares them to become leaders engaged with the complexities of ethical decision making in education.	4
EDLM902	Understanding Learner Motivation: Theory, Research and Practice	This course provides participants with an in-depth understanding of the theoretical underpinnings of learner motivation. It is intended for PhD/EdD students who intend or are currently working on a research proposal in the area of motivation. The course covers an overview of the central theories of motivation, with a focus on how these can be applied in the classroom context to foster learning. In doing so, participants will be invited to explore issues related to the motivation of learners, the factors affecting learner motivation, and the strategies that could be employed to promote motivation. Participants will be required to carry out a critical review of existing literature on motivational constructs of their interest, which leads to the development of a research proposal relevant to their anticipated PhD/EdD research.	4

Course Code	Course Title	Description	Academic Unit
EDTM904	Education at the Intersection of AI and Neuroscience	The human brain is the best example of intelligence known, with unsurpassed ability for complex, real-time interaction with a dynamic world. At the same time, developments in AI are yielding benefits for neuroscientific research. Patterns identified from neural networks can illuminate computations enacted by the biological brain, functioning both as a model for developing and testing ideas about how the brain performs computations. Conversely, brain-activity recordings can be fed to an artificial neural network and tasked with learning how to reproduce the data, functioning as a tool for processing complex data sets that the Science of Learning research field is generating. This course will explore cycles of mutual reinforcement between neuroscientific data and artificial neural networks to obtain further insights into how computation works in the brain, and how machines that can take on more human-like intelligence to advance understanding for how a learner develops. Specifically, the course will focus on unexplored spaces at the intersections of neural AI, symbolic AI, brain science and cognitive science. Takeaways include implications for education and how cutting edge teaching and learning methodologies harnessed from AI and SoL fields may be developed.	4
EDVP922	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. The course aims to ground music educators with an understanding of the underlying philosophies and assumptions of music education.	4
NEDD901	Literature Review Methods	This course is designed to help beginning doctoral students participants retrieve, analyse and synthesise the literature for their respective research, thereby establishing the significance of their research proposal. Advanced library skills and referencing system will also be introduced. Other than gaining research literacy skills, students will have a chance to develop their scholarly identities and dispositions as well as build a community of learners in preparation for their research journey. Thus, the outcomes of this course include understanding of the concepts, skills, dispositions, and ethics necessary to conduct a literature review, and, consequently, research. These outcomes will lay the foundation for the literature review chapter for their respective proposals, in addition to completing literature reviews to develop different sections of their dissertations.	4
NEDD902	Quantitative Research Methods	This course will provide you with a sound understanding of quantitative research methods in education. The course will focus on the theoretical, methodological, and practical aspects of research methodologies. The aim is to provide you with the necessary insights on educational research in (i) identifying gaps in current research in a particular area of study, (ii) developing meaningful research questions, and (iii) understanding research designs, and analyses. Discussions on planning and validity of research designs will enable you to evaluate the validity of research that has been conducted in a particular educational area. These experiences will increase your appreciation of the complexities involved in working with data, and hence enable you to develop a meaningful research study. Quantitative methodologies stipulate a systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques which will develop into the concept of hypothesis testing.	4
NEDD903	Qualitative Research Methods	This course aims to equip students with skills to: (1) analyze the basic assumptions of research traditions and specify the interrelationships among them; (2) select the appropriate qualitative research approach and method(s) to answer their specific research questions; (3) reflect on issues to consider when selecting participants; (4) consider the rigour and ethics of qualitative research; and (5) consider operational, ethical and logistical details when collecting qualitative data, analyzing the data, and aligning theories, data and practice to construct a coherent and powerful thesis.	4