GRADUATE PROGRAMMES JANUARY 2025 SEMESTER

Last Update: 08 January 2025

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

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

Online Course Registration:
Existing students
23 Dec 2024 (9am) to 27 Dec 2024 (5pm)

New students from January 2025 intake
26 Dec 2024 (9am) to 27 Dec 2024 (5pm)

Add/Drop Period:
10 Jan 2025 (9am) to 24 Jan 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 Linguistics)	MAE900	Research Methodology in Applied Linguistics	4	Tutorial Group 1	25	13-Jan-25	Monday, 17:30 - 20:30	NIE3-01-TR301	Assoc Prof Vahid Aryadoust, vahid.aryadoust@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE901	Discourse Studies	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 18:00 - 21:00	NIE3-01-TR301	Assoc Prof Victor Lim Fei, victor.lim@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE902	Language Acquisition Studies	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE3-01-TR310	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	25	17-Jan-25	Friday, 18:00 - 21:00	NIE3-01-TR301	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	MAAL students	Graduate students	Scheduled together with EDEL901
Master of Arts (Applied Linguistics)	MAE904	Language Teaching Methodology	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 18:00 - 21:00	NIE3-01-TR303	Prof Icy Lee, icy.lee@nie.edu.sg	MAAL students	Graduate students	Scheduled together with EDEL906
Master of Arts (Applied Linguistics)	MAE908	Research in Teaching Written Discourse	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE7-01-TR710	Assoc Prof Cheung Yin Ling, yinling.cheung@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Linguistics)	MAE918	Bilingualism and Biliteracy: Theory and Practice	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR306	Assoc Prof Viniti Vaish, viniti.vaish@nie.edu.sg	MAAL students	Graduate students	Scheduled together with EDEL903
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 1	10	17-Jan-25	Friday, 18:00 - 20:00	NIE3-01-TR305	Dr Guo Libo, libo.guo@nie.edu.sg	MAAL students	Graduate students	
Master of Arts (Applied Psychology)	MAP810	Psychological Assessment	3	Tutorial Group 1	26	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-01-TR213	(Coordinator) Asst Prof Dutt Anuradha Salil Kumar, anuradha.dutt@nie.edu.sg/ Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg	MAAP Jan 2025 intake students	MAAP Jan 2025 intake students	
Master of Arts (Applied Psychology)	MCP812	Group Dynamics and Counselling	3	Tutorial Group 1	15	16-Jan-25	Thursday, 18:00 - 21:00	NIE7-01-TR714	Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Dr Chua Sook Ning	MAAP CP students	MAAP CP students	
Master of Arts (Applied Psychology)	MCP814	Counselling: Applications across Cultures	3	Tutorial Group 1	4	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR213	Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg	MAAP 2023 & 2024 students	MAAP 2023 & 2024 students	Cross-listed with MAC811
Master of Arts (Applied Psychology)	MCP815	Family and Marital Counselling	3	Tutorial Group 1	12	14-Jan-25	Tuesday, 14:00 - 17:00	NIE2-01-TR209	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Chua Wei Bin, weibin.chua@nie.edu.sg	MAAP 2023 & 2024 CP students	MAAP 2023 & 2024 students	Cross-listed with MAC820
Master of Arts (Applied Psychology)	MCP818	Advanced Counselling Skills	3	Tutorial Group 1	4	17-Jan-25	Friday, 14:00 - 17:00	NIE2-01-TR208	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg/ Dr Chua Sook Ning /Dr Wong Mei Yin, meiyin.wong@nie.edu.sg	MAAP 2023 & 2024 CP students	MAAP 2023 & 2024 CP students	
Master of Arts (Applied Psychology)	MCP821	Cognitive-Behavioural Management and Interventions	3	Tutorial Group 1	14	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR207	(Coordinator) Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg/ Miss Ang Amanda, amanda.ang@nie.edu.sg/ PCHD4	MAAP 2023 & 2024 CP students	MAAP 2023 & 2024 CP students	Cross-listed with MEP821
Master of Arts (Applied Psychology)	MCP822	Introduction to Play Therapy	3	Tutorial Group 1	3	14-Jan-25	Tuesday, 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	MAAP 2023 & 2024 CP students	MAAP 2023 & 2024 CP students	Cross-listed with MAC824 and MEP825
Master of Arts (Applied Psychology)	MCP832	Practicum in Counselling Psychology I	6	Tutorial Group 1	25	13-Jan-25	Monday, 14:00-17:00	NWC Room 5	Dr Kit Phey Ling, pheyling.kit@nie.edu.sg	MAAP 2023 & 2024 CP students	MAAP 2023 & 2024 CP students	
Master of Arts (Applied Psychology)	MCP833	Practicum in Counselling Psychology II	6	Tutorial Group 1	25	13-Jan-25	Monday, 14:00-17:00		Dr Kit Phey Ling, pheyling.kit@nie.edu.sg	MAAP 2023 & 2024 CP students	MAAP 2023 & 2024 CP students	
Master of Arts (Applied Psychology)	MCP909	Theories of Counselling and Advanced Counselling Skills	4	Tutorial Group 1	10	13-Jan-25	Monday, 13:00 - 17:00	NIE7-01-TR719	(Coordinator) Asst Prof Jacqueline Lee Tilley, jacqueline.tilley@nie.edu.sg/ PCHD3,	MAAP Jan 2025 intake CP students	MAAP Jan 2025 intake CP students	
Master of Arts (Applied Psychology)	MCP931	Practicum in Counselling Psychology I @ Workplace	9	Tutorial Group 1	10	13-Jan-25	Monday, 18:00 - 21:00	NWC Room 5	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/Dr Chua Sook Ning, sookning.chua@nie.edu.sg	MAAP Jan 2025 intake CP students	MAAP Jan 2025 intake CP students	
Master of Arts (Applied Psychology)	MEP820	Behavioural Interventions for Special Needs	3	Tutorial Group 1	16	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-01-TR216	Asst Prof Dutt Anuradha Salil Kumar, anuradha.dutt@nie.edu.sg	MAAP Jan 2025 intake EP students	MAAP Jan 2025 intake EP students	
Master of Arts (Applied Psychology)	MEP821	Cognitive Behavioural Management and Interventions	3	Tutorial Group 1	6	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR207	(Coordinator) Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg/ Miss Ang Amanda, amanda.ang@nie.edu.sg/ PCHD4	MAAP 2023 & 2024 EP students	MAAP 2023 & 2024 EP students	Cross-listed with MCP821
Master of Arts (Applied Psychology)	MEP822	Early Intervention	3	Tutorial Group 1	4	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR211	Dr Rebecca Chan, rebecca.chan@nie.edu.sg	MAAP 2023 & 2024 EP students	MAAP 2023 & 2024 EP students	Scheduled together with MEC908
Master of Arts (Applied Psychology)	MEP823	Learning Disabilities	3	Tutorial Group 1	2	15-Jan-25	Wednesday, 18:00 - 21:00	NIE7-01-TR721	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MAAP 2023 & 2024 EP students	MAAP 2023 & 2024 EP students	Scheduled together with MSE911 (TG02)
Master of Arts (Applied Psychology)	MEP824	Multi-Tiered System of Support (MTSS) to Build Success in Literacy	3	Tutorial Group 1	15	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-01-TR215	Dr Tan Chee Soon, cheesoon.tan@nie.edu.sg	MAAP 2024 EP students	MAAP 2024 EP students	Scheduled together with MSE916
Master of Arts (Applied Psychology)	MEP825	Introduction to Play Therapy	3	Tutorial Group 1	2	14-Jan-25	Tuesday, 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	MAAP 2023 & 2024 EP Students	MAAP 2023 & 2024 EP Students	Cross-listed with MAC824 and MCP822
Master of Arts (Applied Psychology)	MEP832	Practicum in Educational Psychology I	6	Tutorial Group 1	25	15-Jan-25	Wednesday, 14:00-17:00	NIE2-01-TR210	Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg	MAAP 2023 & 2024 EP students	MAAP 2023 & 2024 EP students	
Master of Arts (Applied Psychology)	MEP832	Practicum in Educational Psychology I	6	Tutorial Group 2	25	15-Jan-25	Wednesday, 14:00-17:00	NIE2-01-TR209	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg	MAAP 2023 & 2024 EP students	MAAP 2023 & 2024 EP students	
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 1	25	15-Jan-25	Wednesday, 14:00-17:00		Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg	MAAP 2023 & 2024 EP students	MAAP 2023 & 2024 EP students	
Master of Arts (Applied Psychology)	MEP931	Practicum in Educational Psychology I @ Workplace	8	Tutorial Group 1	8	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR214	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Chew Yee See Chelsea, chelsea.chew@nie.edu.sg	MAAP Jan 2025 intake EP students	MAAP Jan 2025 intake EP students	

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Master of Arts (Applied Psychology)	MEP931	Practicum in Educational Psychology I @ Workplace	8	Tutorial Group 2	8	15-Jan-25	Wednesday, 18:00 - 21:00	NIE7-01-TR717	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Chew Yee See Chelsea, chelsea.chew@nie.edu.sg	MAAP Jan 2025 intake EP students	MAAP Jan 2025 intake EP students	
Master of Arts (Counselling and Guidance)	MAC811	Multicultural Counselling	3	Tutorial Group 1	21	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR213	Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg	MACG students	MACG students	Cross-listed with MCP814
Master of Arts (Counselling and Guidance)	MAC815	Advanced Counselling and Interviewing Skills	3	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR213	Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC816	Group Process and Counselling	3	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE7-01-TR715	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Miss Ang Amanda, amanda.ang@nie.edu.sg/ Dr Geraldine Tan	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC817	Psychopathology and Appraisal	3	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE7-01-TR719	(Coordinator) Asst Prof Dutt Anuradha Salil Kumar, anuradha.dutt@nie.edu.sg/ Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC819	Programme Evaluation in Counselling and Guidance	3	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Dr Tan Soo Yin, sooyin.tan@nie.edu.sg/ Asst Prof Yong Ming Lee, minglee.yong@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC820	Introduction to Family Counselling	3	Tutorial Group 1	13	14-Jan-25	Tuesday, 14:00 - 17:00	NIE2-01-TR209	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@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)	MAC824	Introduction to Play Therapy	3	Tutorial Group 1	11	14-Jan-25	Tuesday, 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	Cross-listed with MCP822 and MEP825
Master of Arts (Counselling and Guidance)	MAC830	Practicum I	3	Tutorial Group 1	25	17-Jan-25	Friday, 18:00 - 21:00	Individual Arrangements	Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC831	Practicum II	3	Tutorial Group 1	25	17-Jan-25	Friday, 18:00 - 21:00	NIE2-01-TR207	(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)	MAC831	Practicum II	3	Tutorial Group 2	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-B1-08 (Dewey)	(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 (Educational Management)	MEM908	Ethics and Leadership for Educators	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 17:30 - 20:30	NIE2-01-TR209	(Coordinator) Assoc Prof Goh Wee Pin, Jonathan, jonathan.goh@nie.edu.sg/ Dr Alfred Pang Kah Meng, alfred.pang@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM913	Interdisciplinary Thinking for Educational Leaders	4	Tutorial Group 1	25	16-Jan-25	Thursday, 17:30 - 20:30	NIE2-01-TR214	Dr Tan Lip Thye, Michael, michael.tan@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM916	Teachers as Leaders for Learning	4	Tutorial Group 1	25	13-Jan-25	Monday, 17:30 - 20:30	NIE2-01-TR211	Assoc Prof Hairon Salleh, hairon.salleh@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Educational Management)	MEM931	Research Methods in Education	4	Tutorial Group 1	25	17-Jan-25	Friday, 18:00 - 21:00	NIE2-01-TR211	Assoc Prof Goh Wee Pin, Jonathan, jonathan.goh@nie.edu.sg	MAEM students	MAEM students	
Master of Arts (Educational Management)	MEM932	Critical Inquiry	2	Tutorial Group 1	10	15-Jan-25	Wednesday, 17:30 - 19:30	NIE3-01-TR302	Dr Wu Pinhui Sandra, sandra.wu@nie.edu.sg	MAEM students	MAEM students	
Master of Arts (Instructional Design and Technology)	MID901	Instructional Design Models and Practices	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg	MAIDT students: 20 Graduate students: 5	MAIDT students	
Master of Arts (Instructional Design and Technology)	MID906	Training Methods and Strategies	4	Tutorial Group 1	14	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof Choy Doris, doris.choy@nie.edu.sg	MAIDT students	MAIDT graduating students	Cross-listed with MTD908
Master of Arts (Instructional Design and Technology)	MID917	Designing e-Learning	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Wang Qiyun, qiyun.wang@nie.edu.sg	MAIDT students: 13 MAPE students:12	Graduate students	
Master of Arts (Instructional Design and Technology)	MID941	Evaluation Models and Methods	4	Tutorial Group 1	15	17-Jan-25	Friday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	(Coordinator) Assoc Prof Chen Wenli, wenli.chen@nie.edu.sg	MAIDT students	Graduate students	Cross-listed with MTD912
Master of Arts (Instructional Design and Technology)	MID942	Multimedia Design	4	Tutorial Group 1	15	16-Jan-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/ LSA2	MAIDT students: 13 Graduate students: 2	Graduate students	Cross-listed with MTD910
Master of Arts (Instructional Design and Technology)	MID945	Capstone Project for Instructional Design	4	Tutorial Group 1	8	13-Jan-25	Monday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(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 graduating students	MAIDT graduating students	13-Jan-2025 (Monday) 10-Mar-2025 (Monday) 7-Apr-2025 (Monday)
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 1	25	13-Jan-25	Monday, 09:30 - 12:30	NIE3-01-TR301	(Coordinator) Dr Luo Qingming, qingming.luo@nie.edu.sg/ Assoc Prof Aw Guat Poh, guatpoh.aw@nie.edu.sg	MATCIL students	MATCIL students	10-Mar-2025 (Monday)
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 2	25	14-Jan-25	Tuesday, 09:30 - 12:30	NIE3-01-TR301	(Coordinator) Dr Luo Qingming, qingming.luo@nie.edu.sg/ Assoc Prof Aw Guat Poh, guatpoh.aw@nie.edu.sg	MATCIL students	MATCIL students	7-Apr-2025 (Monday)
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 09:30 - 12:30	NIE3-01-TR316	Dr Xu Feng, feng.xu@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 2	25	16-Jan-25	Thursday, 13:30 - 16:30	NIE3-01-TR316	Dr Xu Feng, feng.xu@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 1	25	16-Jan-25	Thursday, 13:30 - 16:30	NIE3-01-TR302	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mr Shi Zhili, zhili.shi@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.

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Master of Arts (Teaching Chinese as an International Language)	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 2	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mr Shi Zhili, zhili.shi@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 13:30 - 16:30	NIE3-01-TR303	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ ALC5,	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 2	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR303	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ ALC5,	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 14:30 - 17:30	NIE3-01-TR303	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 2	25	13-Jan-25	Monday, 13:30 - 16:30	NIE3-01-TR303	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 1	25	16-Jan-25	Thursday, 09:30 - 12:30	NIE3-01-TR313	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Wong Lung Hsiang, lunghsiang.wong@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 1	25	13-Jan-25	Monday, 13:30 - 16:30	NIE3-01-TR308	Dr Ang Liang Peng, liangpeng.ang@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 2	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE3-01-TR308	(Coordinator) Dr Ang Liang Peng, liangpeng.ang@nie.edu.sg/ ALC4,	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Du Xin, xin.du@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 2	25	14-Jan-25	Tuesday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mdm Wang Yanyan, yanyan.wang@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 1	25	17-Jan-25	Friday, 09:30 - 12:30	NIE3-01-TR308	(Coordinator) Dr Sun Li, li.sun@nie.edu.sg/ Dr Neo Peng Fu, pengfu.neo@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 2	25	14-Jan-25	Tuesday, 13:30 - 16:30	NIE7-01-TR716	Dr Sun Li, li.sun@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 1	25	16-Jan-25	Thursday, 09:30 - 12:30	NIE7-01-TR713	Dr Sun He, he.sun@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 1	25	17-Jan-25	Friday, 09:30 - 12:30	NIE7-01-TR307	(Coordinator) Dr Robbie Lee Sabnani, robbie.sabnani@nie.edu.sg/ Ms Nicola Helen Green, nicola.green@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 2	25	13-Jan-25	Monday, 09:30 - 12:30	NIE3-01-TR307	(Coordinator) Dr Robbie Lee Sabnani, robbie.sabnani@nie.edu.sg/ Ms Nicola Helen Green, nicola.green@nie.edu.sg	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL912	Early Childhood Education in TCIL: Theory and Practice	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE3-01-TR308	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ ALC6,	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL912	Early Childhood Education in TCIL: Theory and Practice	4	Tutorial Group 2	25	17-Jan-25	Friday, 18:00 - 21:00	NIE3-01-TR308	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ ALC6,	MATCIL students	MATCIL students	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 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	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 2	25	17-Jan-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	Week 8 is reading week.
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 3	25	13-Jan-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	Week 8 is reading week.
Master of Arts in Humanities Education	MAS912	Heritage, History and Culture	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 17:30 - 20:30	NIE3-02-29 (Archives Room)	(Coordinator) Assoc Prof Simon Creak, simon.creak@nie.edu.sg/ Prof Kevin Peter Blackburn, kevin.blackburn@nie.edu.sg	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS936	Contemporary Singapore	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 17:30 - 20:30	NIE3-02-32 (History Learning Lab)	(Coordinator)Assoc Prof Lim Mui Ling, Ivy Maria, ivy.lim@nie.edu.sg/ Ms Nur Diyanah Binte Anwar, diyanah.anwar@nie.edu.sg	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS950	Spatial Data Analytics in Climate Change and the Humanities	4	Tutorial Group 1	25	13-Jan-25	Monday, 17:30 - 20:30	NIE3-02-24 (GIAS Lab)	(Coordinator) Assoc Prof Simon Creak, simon.creak@nie.edu.sg/ Asst Prof Wang Jingyu, jingyu.wang@nie.edu.sg	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS982	Inquiry and Perspective in the Humanities	2	Tutorial Group 1	25	16-Jan-25	Thursday, 17:30 - 19:30	NIE3-02-31 (Social Studies Learning Lab)	(Coordinator) Assoc Prof Simon Creak, simon.creak@nie.edu.sg/ Asst Prof Yang Peidong, peidong.yang@nie.edu.sg	MAHE students	MAHE students	
Master of Arts in Professional Education (Training and Development)	MTD901	Professional Practice Inquiry Project	4	Tutorial Group 1	30	Individual Arrangements	Individual Arrangements	NIE-02-10 (Education Computing Lab 1), NIE-02-04 (LSA ECL5 - BYOD), NIE-02-07 (LSA ECL3 - BYOD)	(Coordinator) Assoc Prof Choy Doris, doris.choy@nie.edu.sg/ Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg	MAPE students in their last semester	MAPE students in their last semester	Friday 17th Jan 2025 (TG1) Friday 14th Mar 2025 (TG1) New Updates for TG02: Monday 13th Jan 2025 (TG2) Monday 10th Mar 2025 (TG2) Fri 6.00 pm to 9.00 pm
Master of Arts in Professional Education (Training and Development)	MTD902	Foundations of Learning and Instruction	4	Tutorial Group 1	30	14-Jan-25	Tuesday, 18:00 - 21:00		(Coordinator) Asst Prof Zhu Gaoxia, gaoxia.zhu@nie.edu.sg/ Asst Prof Farhan Ali, farhan.ali@nie.edu.sg	MAPE students: 25 Graduate students: 5	Graduate students	
Master of Arts in Professional Education (Training and Development)	MTD908	Training Methods and Strategies	4	Tutorial Group 1	14	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof Choy Doris, doris.choy@nie.edu.sg	MAPE students	MAPE students	Cross-listed with MID906
Master of Arts in Professional Education (Training and Development)	MTD910	Multimedia Design	4	Tutorial Group 1	15	16-Jan-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/ LSA2	MAPE students: 13 Graduate students: 2	Graduate students	Cross-listed with MID942
Master of Arts in Professional Education (Training and Development)	MTD912	Programme Evaluation Models and Methods	4	Tutorial Group 1	13	17-Jan-25	Friday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	(Coordinator) Assoc Prof Chen Wenli, wenli.chen@nie.edu.sg	MAPE students	Graduate students	Cross-listed with MID941

Last Update: 08 January 2025

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

Online Course Registration:	**Add/Drop Period:**
Existing students	**10 Jan 2025 (9am) to 24 Jan 2025 (5pm)**
23 Dec 2024 (9am) to 27 Dec 2024 (5pm)	

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

New students from January 2025 intake
26 Dec 2024 (9am) to 27 Dec 2024 (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 in Professional Education (Training and Development)	MTD913	Teaching and Learning in Higher Education	4	Tutorial Group 1	2	17-Jan-25	Friday, 14:00 - 17:00	NTU Venue	(Coordinator) Assoc Prof Choy Doris, doris.choy@nie.edu.sg/ LSA5,	MAPE students	MAPE students	
Master of Education (Art)	MEA902	Visual Arts and Creativity	4	Tutorial Group 1	25	13-Jan-25	Monday, 17:30 - 20:30	NIE3-B1-06 (Mac Centre)	(Coordinator) Asst Prof Agnieszka Chalas, agnieszka.chalas@nie.edu.sg/ Dr Low Joo Hong, joohong.low@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Art)	MEA904	Art Making and Aesthetic Enquiry	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:30 - 21:30	NIE3-B3-01 (Sculpture Studio)	(Coordinator) Asst Prof Agnieszka Chalas, agnieszka.chalas@nie.edu.sg/ Mr Tang Da Wu, dawu.tang@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Art)	MED900	Educational Inquiry	4	Tutorial Group 1	25	16-Jan-25	Thursday, 17:30-20:30	NIE3-02-18 (Music Studio 3)	(Coordinator) Dr Pierina Cheung, pierina.cheung@nie.edu.sg/Dr Teng Siao See, siaosee.teng@nie.edu.sg/	MED (Art) and MED (Music) students	MED (Art) and MED (Music) students	
Master of Education (Chinese Language)	MCL903	The Instructional Use of Children and Young Adults' Literature in Chinese Language Teaching and Learning	4	Tutorial Group 1	30	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR301	(Coordinator) Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg/ ALC1,	MED CL Student: Jan 2023, Jan 2024, Jan 2025 Intake; MA CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake; PhD CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake	MED CL Student: Jan 2023, Jan 2024, Jan 2025 Intake; MA CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake; PhD CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake. Other Graduate students, please write to Programme Leader for permission.	
Master of Education (Chinese Language)	MCL906	Chinese Educational Linguistics	4	Tutorial Group 1	30	14-Jan-25	Tuesday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg/ ALC2,	MED CL Student: Jan 2023, Jan 2024, Jan 2025 Intake; MA CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake; PhD CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake	MED CL Student: Jan 2023, Jan 2024, Jan 2025 Intake; MA CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake; PhD CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake. Other Graduate students, please write to Programme Leader for permission.	
Master of Education (Chinese Language)	MCL912	Chinese-English Translation and Chinese Language Teaching: From Theory to Practice	4	Tutorial Group 1	30	13-Jan-25	Monday, 18:00 - 21:00	NIE3-01-TR306	Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg	MED CL Student: Jan 2023, Jan 2024, Jan 2025 Intake; MA CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake; PhD CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake	MED CL Student: Jan 2023, Jan 2024, Jan 2025 Intake; MA CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake; PhD CL Student: Jan 2023, Aug 2023, Jan 2024, Aug 2024, Jan 2025 Intake. Other Graduate students, please write to Programme Leader for permission.	
Master of Education (Chinese Language)	MED900	Educational Inquiry	4	Tutorial Group 2	30	15-Jan-25	Wednesday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Dr Sun Baoqi, baoqi.sun@nie.edu.sg/Dr Yang Yang, yang.yang@nie.edu.sg	MED CL Student: Jan 2023, Jan 2024, Jan 2025 Intake	MED CL Student: Jan 2023, Jan 2024, Jan 2025 Intake. Other Graduate students, please write to Programme Leader for permission.	
Master of Education (Curriculum and Teaching)	MCT901	Curriculum: Theories and Issues	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 17:30 - 20:30	NIE2-01-TR212	Assoc Prof Lim Tze-Wei Leonel, leonel.lim@nie.edu.sg	MCT students	MCT students	Scheduled together with EDCT901
Master of Education (Curriculum and Teaching)	MCT902	Crafting the Curriculum	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-01-TR212	Dr Teo Juin Ee, juinee.teo@nie.edu.sg	MCT and MAEM students	MCT and MAEM students	
Master of Education (Curriculum and Teaching)	MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR207	(Coordinator) Ms P Durka Devi, durka.devi@nie.edu.sg/ Assoc Prof Tan Heng Kiat, Kelvin, kelvin.tan@nie.edu.sg	MCT students	MCT students	
Master of Education (Curriculum and Teaching)	MCT904	Understanding Teachers and Teaching: Theory and Practice	4	Tutorial Group 1	20	13-Jan-25	Monday, 18:00 - 21:00	NIE7-01-TR717	Assoc Prof Jiang Heng, heng.jiang@nie.edu.sg	MCT students	Graduate students. Please write to course instructor.	
Master of Education (Curriculum and Teaching)	MCT905	Theories and Perspectives of Learning	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR209	Dr Lim Tong Li, Christina, christina.ratnam@nie.edu.sg	Graduate students. Please write to instructor if not MCT student.	Graduate students. Please write to course instructor.	
Master of Education (Curriculum and Teaching)	MCT911	Curriculum Implementation and Educational Change: Concepts and Issues	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE3-01-TR302	Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg	MCT and MAEM students	Graduate students. Please write to course instructor.	
Master of Education (Curriculum and Teaching)	MCT912	Curriculum and Programme Evaluation	4	Tutorial Group 1	20	15-Jan-25	Wednesday, 18:00 - 21:00	NIE3-01-TR303	Asst Prof Chang Wen-Chia, wenchia.chang@nie.edu.sg	MCT students	Graduate students. Please write to course instructor.	
Master of Education (Curriculum and Teaching)	MCT913	Differentiating Curriculum and Teaching for Diverse Learners	4	Tutorial Group 1	20	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR212	Assoc Prof Heng Tang Tang, tangtang.heng@nie.edu.sg/ Assoc Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	Graduate students. Please write to instructor if not MCT student.	Graduate students. Please write to course instructor.	

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

Online Course Registration:
Existing students
23 Dec 2024 (9am) to 27 Dec 2024 (5pm)

Add/Drop Period:
10 Jan 2025 (9am) to 24 Jan 2025 (5pm)

New students from January 2025 intake
26 Dec 2024 (9am) to 27 Dec 2024 (5pm)

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

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 Education (Curriculum and Teaching)	MCT935	New Media and 21st Century Learning	4	Tutorial Group 1	20	14-Jan-25	Tuesday, 18:00 - 21:00	NIE3-01-TR305	(Coordinator) Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg/ Dr Wu Jing, jing.wu@nie.edu.sg	MCT and MAEM students	Graduate students. Please write to course coordinator.	
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 3	28	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR305	(Coordinator) Asst Prof Chang Wen-Chia, wenchia.chang@nie.edu.sg/Dr Wu Jing, jing.wu@nie.edu.sg/	MCT students	MCT students	
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 3	35	17-Jan-25	Friday, 17:30 - 19:30	NIE2-01-TR216, NIE3-01-TR302, NIE2-01-TR215, NIE3-01-TR303	(Coordinator) Assoc Prof Heng, Mary Anne, maryanne.heng@nie.edu.sg/Assoc Prof Lim Tze-Wei Leonel, leonel.lim@nie.edu.sg/Assoc Prof Jiang Heng, heng.jiang@nie.edu.sg/Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg	MCT students	MCT students	
Master of Education (Developmental Psychology)	MDP901	Social and Emotional Development and Assessment	4	Tutorial Group 1	28	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-01-TR211	(Coordinator) Assoc Prof Gregory Arief D Liem, gregory.liem@nie.edu.sg/ Prof Ang Pei-Hui, Rebecca, rebecca.ang@nie.edu.sg/Dr Ng Ee Lynn, eelynn.ng@nie.edu.sg/ PCHD5,	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 13:30 - 16:30	NIE2-01-TR208	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students: 18 Graduate students: 7 Please write in to course coordinator to seek permission to register when quota is reached.	MED (DP) students	
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 2	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR216	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students: 18 Graduate students: 7 Please write in to course coordinator to seek permission to register when quota is reached.	Graduate students	
Master of Education (Developmental Psychology)	MDP903	Counselling Children and Adolescents	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-01-TR210	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 1	25	13-Jan-25	Monday, 14:00 - 17:00	NIE2-01-TR210	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 2	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR210	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Developmental Psychology)	MDP905	Individual Differences and Learning	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-01-TR207	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg/Dr Khng Kiat Hui, kiathui.khng@nie.edu.sg/Dr Letchmi Devi d/o Ponnusamy, letchmi.p@nie.edu.sg/Dr Sun Baoqi, baoqi.sun@nie.edu.sg	MED (DP) students	MED (DP) students	
Master of Education (Developmental Psychology)	MDP906	Personality and Attitude Assessment	4	Tutorial Group 1	5	14-Jan-25	Tuesday, 18:00 - 21:00	NIE7-01-TR717	Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg	MED (DP) students	MED (DP) students	Cross-lListed with MPM904 Scheduled together with MAX912
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-01-TR214	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/ Dr Ng Aik Kwang, aikkwang.ng@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 2	25	16-Jan-25	Thursday, 13:30 - 16:30	NIE2-01-TR210	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/ Dr Ng Aik Kwang, aikkwang.ng@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Developmental Psychology)	MDP908	Evaluation of Programs in Schools and Community Organizations	4	Tutorial Group 1	5	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR215	Assoc Prof Chong Wan Har, wanhar.chong@nie.edu.sg	MED (DP) students	MED (DP) students	Cross-listed with MPM905 Scheduled together with MAX913
Master of Education (Developmental Psychology)	MDP909	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	17	13-Jan-25	Monday, 18:00 - 21:00	NIE7-01-TR701	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students: 13 Graduate students: 4 Please write in to course instructor to seek permission to register when quota is reached.	Graduate students	Cross-listed with MPM908
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 4	25	14-Jan-25	Tuesday, 14:00 - 17:00	NIE7-01-TR717	(Coordinator) Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg/Dr Sun Baoqi, baoqi.sun@nie.edu.sg	MED (DP) students: 16 MED (EA) students : 9	MED (DP) & MED (EA) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 20	9	16-Jan-25	Thursday, 18:00 - 20:00	NIE5-01-TR505	Dr Betsy Ng Ling Ling, betsy.ng@nie.edu.sg	MED (DP) PT students	MED (DP) students	

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Online Course Registration:	**Add/Drop Period:**
Existing students	**10 Jan 2025 (9am) to 24 Jan 2025 (5pm)**
23 Dec 2024 (9am) to 27 Dec 2024 (5pm)	
New students from January 2025 intake	
26 Dec 2024 (9am) to 27 Dec 2024 (5pm)	

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

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 Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 21	9	17-Jan-25	Friday, 14:00 - 16:00	NIE2-01-TR207	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	MED (DP) FT students	MED (DP) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 4	9	15-Jan-25	Wednesday, 18:00 - 20:00	NIE5-01-TR503	Dr Munirah Binte Shaik Kadir, munirah.kadir@nie.edu.sg	MED (DP) students	MED (DP) part-time students	
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 1	17	13-Jan-25	Monday, 17:30 - 20:30	NIE2-01-TR202	Dr Rebecca Chan, rebecca.chan@nie.edu.sg	MED (EC) Jan 2025 students: 10 Graduate students:7	Graduate students Please write to tutor for approval only when quota is filled up	
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 2	17	13-Jan-25	Monday, 17:30 - 20:30	NIE7-01-TR712	(Coordinator) Dr Rebecca Chan, rebecca.chan@nie.edu.sg/ Asst Prof Cheung Hoi Shan, hoishan.cheung@nie.edu.sg	MED (EC) Jan 2025 students: 10 Graduate students:7	Graduate students Please write to tutor for approval only when quota is filled up	
Master of Education (Early Childhood)	MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 1	17	14-Jan-25	Tuesday, 17:30 - 20:30	NIE2-01-TR202	Dr Rebecca Chan, rebecca.chan@nie.edu.sg	MED (EC) Jan 2025 FT & Jul 2024 PT students	Graduate students Please write to tutor for approval only when quota is filled up	Scheduled together with EDLM903
Master of Education (Early Childhood)	MEC903	Research Investigations in Early Childhood Education	4	Tutorial Group 1	24	16-Jan-25	Thursday, 17:30 - 20:30	NIE2-01-TR211	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) Jul 2024 FT & Jan 2024 PT students	Graduate students Please write to tutor for approval only when quota is filled up	
Master of Education (Early Childhood)	MEC904	Assessment in Early Childhood Education	4	Tutorial Group 1	25	17-Jan-25	Friday, 17:30 - 20:30	NIE2-01-TR209	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	MED (EC) students except for Jan2025 PT: 15 Graduate students: 10	Graduate students Please write to tutor for approval only when quota is filled up	
Master of Education (Early Childhood)	MEC907	Diversity in Early Childhood Education	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 17:30 - 20:30	NIE7-01-TR718	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) students except for Jan2025 PT: 15 Graduate students: 10	Graduate students Please write to tutor for approval only when quota is filled up	
Master of Education (Early Childhood)	MEC908	Early Intervention	4	Tutorial Group 1	21	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR211	(Coordinator) Dr Rebecca Chan, rebecca.chan@nie.edu.sg/ Mr Kee Kiak Nam, kiaknam.kee@nie.edu.sg	MED (EC) students except for Jan2025 PT	Graduate students Please write to tutor for approval only when quota is filled up	Scheduled together with MEP822
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 6	25	16-Jan-25	Thursday, 17:30 - 20:30	NIE2-01-TR210	Assoc Prof Tan Ai Girl, aigirl.tan@nie.edu.sg	MED (EC) Jan 2025 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 23	12	14-Jan-25	Tuesday, 14:30 - 16:30	NIE2-01-TR208	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) Jul 2023 PT & Jul 2024 FT students	MED (EC) students Please write to tutor for approval only when quota is filled up	
Master of Education (Educational Assessment)	MAX901	Assessment Principles and Methods	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Ms Lin Rongchan, rongchan.lin@nie.edu.sg/Dr Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg	MED (EA) 2025 Jan students	MED (EA) 2025 Jan students	Scheduled together with MPM901
Master of Education (Educational Assessment)	MAX912	Theory and Assessment of Psychological Constructs	4	Tutorial Group 1	10	14-Jan-25	Tuesday, 18:00-21:00	NIE7-01-TR717	Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg	MED (EA) 2025 Jan students	MED (EA) 2025 Jan students	Scheduled together with MPM904 & MDP906
Master of Education (Educational Assessment)	MAX913	Programme Evaluation	4	Tutorial Group 1	13	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR215	Assoc Prof Chong Wan Har, wanhar.chong@nie.edu.sg	MED (EA) 2025 Jan students	MED (EA) 2025 Jan students	Scheduled together with MPM905 & MDP908
Master of Education (Educational Assessment)	MAX933	Assessment in the Generative AI (GAI) Age	4	Tutorial Group 1	13	15-Jan-25	Wednesday, 18:00 - 21:00	NIE3-01-TR309	(Coordinator) Dr Tay Hui Yong, huiyong.tay@nie.edu.sg/ Dr Lee Vwen Yen Alwyn, alwyn.lee@nie.edu.sg	MED (EA) 2025 Jan students: 10 Graduate students: 3	Graduate students	Scheduled together with MLT913
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 7	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-01-TR213	Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg/	MED (EA) students : 9 MED (DP) students: 16	MED (EA) & MED (DP) students	
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 7	12	16-Jan-25	Thursday, 18:00 - 20:00	NIE5-01-TR501	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	15	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg	MED (EA) Jan 2025 students : 10 Graduate students: 5	MED (EA) Jan 2025 students : 10 Graduate students: 5	Scheduled together with MPM909
Master of Education (Educational Assessment)	MED904	Multivariate Statistics	4	Tutorial Group 1	20	15-Jan-25	Wednesday, 14:00 - 17:00	NIE2-02-07 (LSA ECL3 - BYOD)	Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg	MED (EA) Jan 2025 students : 10 Graduate students: 10	MED (EA) Jan 2025 students : 10 Graduate students: 10	Scheduled together with MPM910
Master of Education (Educational Assessment)	MPM901	Assessment Principles and Methods	4	Tutorial Group 1	8	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Ms Lin Rongchan, rongchan.lin@nie.edu.sg/Dr Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg	MED (EA) students	MED (EA) students	Scheduled together with MAX901
Master of Education (Educational Assessment)	MPM904	Attitude Measurement and Personality Assessment	4	Tutorial Group 1	5	14-Jan-25	Tuesday, 18:00 - 21:00	NIE7-01-TR717	Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg	MED (EA) students	MED (EA) students	Cross-listed with MDP906 Scheduled together with MAX912
Master of Education (Educational Assessment)	MPM905	Programme Evaluation	4	Tutorial Group 1	5	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR215	Assoc Prof Chong Wan Har, wanhar.chong@nie.edu.sg	MED (EA) students	MED (EA) students	Cross-listed with MDP908 Scheduled together with MAX913
Master of Education (Educational Assessment)	MPM908	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	5	13-Jan-25	Monday, 18:00 - 21:00	NIE7-01-TR701	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (EA) students	MED (EA) students	Cross-listed with MDP909

GRADUATE PROGRAMMES JANUARY 2025 SEMESTER

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

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

Online Course Registration:
Existing students
23 Dec 2024 (9am) to 27 Dec 2024 (5pm)

New students from January 2025 intake
26 Dec 2024 (9am) to 27 Dec 2024 (5pm)

Add/Drop Period:
10 Jan 2025 (9am) to 24 Jan 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 Education (Educational Assessment)	MPM909	Elementary Statistics for Education	4	Tutorial Group 1	5	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg	MED (EA) 2023 & 2024 students	MED (EA) 2023 & 2024 students	Scheduled together with MED903
Master of Education (Educational Assessment)	MPM910	Multivariate Statistics	4	Tutorial Group 1	5	15-Jan-25	Wednesday, 14:00 - 17:00	NIE2-02-07 (LSA ECL3 - BYOD)	Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg	MED (EA) 2023 & 2024 Students	MED (EA) 2023 & 2024 Students	Scheduled together with MED904
Master of Education (English)	MED900	Educational Inquiry	4	Tutorial Group 8	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE3-01-TR304	(Coordinator) Dr Guo Libo, libo.guo@nie.edu.sg/ Dr Caleon Imelda Santos, imelda.caleon@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 8	25	17-Jan-25	Friday, 18:00 - 20:00	NIE3-01-TR306	(Coordinator) Assoc Prof Teo Chin Soon, Peter, peter.teo@nie.edu.sg/ Dr Kiren Kaur d/o Ratan Singh, kiren.kaur@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL901	Language and Literature Education	4	Tutorial Group 1	25	13-Jan-25	Monday, 17:30 - 20:30	NIE3-01-TR310	(Coordinator) Assoc Prof Victor Lim Fei, victor.lim@nie.edu.sg/Assoc Prof Poon Mui Cheng, Angelia, angelia.poon@nie.edu.sg	MED students	MED students	Scheduled together with EDEL902
Master of Education (English)	MEL902	Analyzing Literature and Language	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 17:30 - 20:30	NIE3-01-TR304	(Coordinator) Assoc Prof Teo Chin Soon, Peter, peter.teo@nie.edu.sg/Dr Whitehead Richard Angus, richard.whitehead@nie.edu.sg	MED students	MED students	
Master of Education (English)	MEL913	Materials Design in the Language Curriculum	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE3-01-TR311	Dr Loh Kok Khiang Jason, jason.loh@nie.edu.sg	Graduate students	Graduate students	
Master of Education (English)	MEL915	Language Assessment in the Classroom and Beyond	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR310	Assoc Prof Vahid Aryadoust, vahid.aryadoust@nie.edu.sg	Graduate students	Graduate students	
Master of Education (English)	MEL918	Reading in a Multimodal Age	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 17:30 - 20:30	NIE5-01-04 (Seminar Room)	Assoc Prof Loh Chin Ee, chinee.loh@nie.edu.sg	Graduate students	Graduate students	
Master of Education (English)	MEL928	Children's Literature for the English Classroom	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR304	Dr Jo Ann Shek, joann.shek@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Learning Sciences and Technologies)	MED902	Integrative Project	2	Tutorial Group 10	8	17-Jan-25	Friday, 18:00 - 21:00	NIE2-01-TR213	Asst Prof Wen Yun, yun.wen@nie.edu.sg	MED (LST) students	MED (LST) students	
Master of Education (Learning Sciences and Technologies)	MLT903	Technologies as Cognitive Tools	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	Asst Prof Wen Yun, yun.wen@nie.edu.sg	Graduate students	Graduate students	Scheduled together with EDTM901
Master of Education (Learning Sciences and Technologies)	MLT909	Research Methodologies for the Learning Sciences	4	Tutorial Group 1	30	14-Jan-25	Tuesday, 18:00 - 21:00	NIE3-01-TR312	Asst Prof Tanmay Sinha, tanmay.sinha@nie.edu.sg	MED (LST) students: 15 Graduate students: 10	Graduate students	
Master of Education (Learning Sciences and Technologies)	MLT913	Assessment in the Generative AI (GAI) Age	4	Tutorial Group 1	12	15-Jan-25	Wednesday, 18:00 - 21:00	NIE3-01-TR309	(Coordinator) Dr Tay Hui Yong, huiyong.tay@nie.edu.sg/ Dr Lee Vwen Yen Alwyn, alwyn.lee@nie.edu.sg	MED (LST) students	Graduate students	Scheduled togther with MAX933
Master of Education (Malay Language)	MML905	School-Based Curriculum Design for Malay Language Teaching	4	Tutorial Group 1	20	15-Jan-25	Wednesday, 18:30 - 21:30	NIE3-01-TR319	Dr Mohd Aidil Subhan, aidil.subhan@nie.edu.sg/ Dr Mohd Aidil Subhan, aidil.subhan@nie.edu.sg	MED (ML) students	Graduate students with Malay Language background	
Master of Education (Malay Language)	MML910	Bilingualism and Multilingualism	4	Tutorial Group 1	20	13-Jan-25	Monday, 18:30 - 21:30	NIE3-01-TR319	Dr Suryani Binte Atan, suryani.atan@nie.edu.sg	MED (ML) students	Graduate students with Malay Language background	
Master of Education (Mathematics)	MED900	Educational Inquiry	4	Tutorial Group 12	20	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-01-TR208	Dr Ng Kit Ee, Dawn, dawn.ng@nie.edu.sg	MED (Maths) students	Other MED students, subject to coordinator's approval	
Master of Education (Mathematics)	MED902	Integrative Project	2	Tutorial Group 12	20	17-Jan-25	Friday, 18:00 - 20:00	NIE7-01-TR721	(Coordinator) Dr Pauline Tiong, pauline.tiong@nie.edu.sg/Assoc Prof Leong Yew Hoong, yewhoong.leong@nie.edu.sg	MED (Maths) students	MED (Maths) students	
Master of Education (Mathematics)	MME916	Statistics and the Teaching of Statistics	4	Tutorial Group 1	20	13-Jan-25	Monday, 18:00 - 21:00	NIE7-01-TR718	Dr Yeo Boon Wooi Joseph, josephbw.yeo@nie.edu.sg	MED (Maths) students	Other MED students, subject to coordinator's approval	
Master of Education (Mathematics)	MME917	Problem Solving and the Teaching of Problem Solving	4	Tutorial Group 1	20	14-Jan-25	Tuesday, 18:00 - 21:00	NIE7-01-TR712	(Coordinator) Assoc Prof Leong Yew Hoong, yewhoong.leong@nie.edu.sg/ Dr Wong Khoon Yoong	MED (Maths) students	Other MED students, subject to coordinator's approval	
Master of Education (Mathematics)	MME931	Contemporary Issues in Mathematics Education	4	Tutorial Group 1	20	15-Jan-25	Wednesday, 14:00 - 17:00	NIE7-01-TR708	Assoc Prof Leong Yew Hoong, yewhoong.leong@nie.edu.sg	MED (Maths) students	Other MED students, subject to coordinator's approval	
Master of Education (Music)	MED900	Educational Inquiry	4	Tutorial Group 1	25	16-Jan-25	Thursday, 17:30-20:30	NIE3-02-18 (Music Studio 3)	(Coordinator) Dr Pierina Cheung, pierina.cheung@nie.edu.sg/Dr Teng Siao See, siaosee.teng@nie.edu.sg/	MED (Art) and MED (Music) students	MED (Art) and MED (Music) students	
Master of Education (Music)	MED902	Integrative Project	2	Tutorial Group 13	25	17-Jan-25	Friday, 17:30 - 19:30	NIE3-02-18 (Music Studio 3)	Dr Onishi Pamela Grace Costes, pamela.onishi@nie.edu.sg/	MED (Music) students	MED (Music) students	
Master of Education (Music)	MUE901	Issues in Music Education	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 17:30-20:30	NIE3-02-18 (Music Studio 3)	(Coordinator) Assoc Prof Tan Yuh Chaur Leonard, leonard.tan@nie.edu.sg/ Dr Wong Joon Hwang,	MED (Music) students	Graduate students	Scheduled together with EDVP921
Master of Education (Music)	MUE903	Popular Culture and ICT in Music Education	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 17:30 - 20:30	NIE3-02-09 (Keyboards Lab)	(Coordinator) Assoc Prof Tan Yuh Chaur Leonard, leonard.tan@nie.edu.sg/ Dr Chong Soon Khong, soonkhong.chong@nie.edu.sg	MED (Music) students	Graduate students	
Master of Education (Science)	MED900	Educational Inquiry	4	Tutorial Group 14	20	15-Jan-25	Wednesday, 17:30 - 20:30	NIE7-01-TR702	Asst Prof Edwin Chng, edwin.chng@nie.edu.sg/Asst Prof Jina Chang, jina.chang@nie.edu.sg/Assoc Prof Lee Yew Jin, yewjin.lee@nie.edu.sg/	MED (Sci) students	MED (Sci) students	
Master of Education (Science)	MED902	Integrative Project	2	Tutorial Group 14	25	17-Jan-25	Friday, 17:30 - 19:30	NIE7-01-TR702	Asst Prof Park Joonhyeong, joonhyeong.park@nie.edu.sg	MED (Science) students	MED (Science) students	

Last Update: 08 January 2025

Online Course Registration:	**Add/Drop Period:**
Existing students	**10 Jan 2025 (9am) to 24 Jan 2025 (5pm)**
23 Dec 2024 (9am) to 27 Dec 2024 (5pm)	
New students from January 2025 intake	
26 Dec 2024 (9am) to 27 Dec 2024 (5pm)	

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Master of Education (Science)	MSC903	Science as Practice	4	Tutorial Group 1	20	13-Jan-25	Monday, 17:30 - 20:30	NIE7-01-TR702	(Coordinator) Assoc Prof Tan Aik Ling, aikling.tan@nie.edu.sgAsst Prof Jina Chang, jina.chang@nie.edu.sg/Asst Prof Lee Gyeonggeon, gyeonggeon.lee@nie.edu.sg/Asst Prof Ong Yann Shiou, yannshiou.ong@nie.edu.sg/	Graduate students	Graduate students	
Master of Education (Science)	MSC908	STEM Education History, Policies, and Research Trends	4	Tutorial Group 1	20	16-Jan-25	Thursday, 17:30 - 20:30	NIE7-01-TR702	(Coordinator) Assoc Prof Tan Aik Ling, aikling.tan@nie.edu.sg/Asst Prof Edwin Chng, edwin.chng@nie.edu.sg/Asst Prof Lee Gyeonggeon, gyeonggeon.lee@nie.edu.sg/ Asst Prof Heesoo Ha, ha.heesoo@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Special Education)	MED900	Educational Inquiry	4	Tutorial Group 15	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE5-01-TR503	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	7	14-Jan-25	Tuesday, 18:00 - 20:00	NIE7-01-TR716	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 Except Jul 2024 FT intake	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 24	7	16-Jan-25	Thursday, 18:00 - 20:00	NIE2-01-TR209	Dr Lim Luck Siew, lucksiew.lim@nie.edu.sg/	MED (SE) FT students who have completed 4 courses;	MED (SE) FT students who have completed 4 courses;	
Master of Education (Special Education)	MSE901	Issues and Trends in Special Education	4	Tutorial Group 1	22	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-01-TR216	Dr Tan Soo Ching Carol, carol.tan@nie.edu.sg	MED (SE) students	Graduate students	
Master of Education (Special Education)	MSE901	Issues and Trends in Special Education	4	Tutorial Group 2	21	14-Jan-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	Graduate students	Scheduled together with EDLM904
Master of Education (Special Education)	MSE911	Learning Disabilities	4	Tutorial Group 1	25	17-Jan-25	Friday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Dr Loh Pek Ru, pekru.loh@nie.edu.sg/ Dr Ow Yeong Wai Mang, elizabeth.owyeong@nie.edu.sg	MED (SE) students except Jan 2025 PT intake	Graduate students	
Master of Education (Special Education)	MSE911	Learning Disabilities	4	Tutorial Group 2	8	15-Jan-25	Wednesday, 18:00 - 21:00	NIE7-01-TR721	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MED (SE) students except Jan 2025 PT intake	Graduate students	Scheduled together with MEP823
Master of Education (Special Education)	MSE912	Early Intervention	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR212	(Coordinator) Dr Tan Soo Ching Carol, carol.tan@nie.edu.sg/ Mr Kee Kiak Nam, kiaknam.kee@nie.edu.sg/ Dr Emilie Lam, emilie.lam@nie.edu.sg /Prof Poon Kin Loong, Kenneth, kenneth.poon@nie.edu.sg/Dr Teng Siao See, siaosee.teng@nie.edu.sg	MED (SE) students except Jan 2025 PT intake	Graduate students	
Master of Education (Special Education)	MSE916	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy for Educators	4	Tutorial Group 1	10	14-Jan-25	Tuesday, 18:00 - 21:00	NIE2-01-TR215	Dr Tan Chee Soon, cheesoon.tan@nie.edu.sg	MED (SE) students except Jan 2025 PT intake. Has knowledge of reading instruction. Please write to course instructor to seek permission.	MED (SE) students except Jan 2025 PT intake. Has knowledge of reading instruction. Please write to course instructor to seek permission.	Scheduled together with MEP824
Master of Education (Tamil Language)	MED902	Integrative Project	2	Tutorial Group 16	20	13-Jan-25	Monday, 18:30 - 21:30	NIE3-01-TR321	Dr Dharmaraj Sundararaj, sundararaj.dharmaraj@nie.edu.sg/	MED (TL) students	MED (TL) students	
Master of Education (Tamil Language)	MTL901	Tamil Curriculum, Materials including IT: Selection and Evaluation	4	Tutorial Group 1	20	13-Jan-25	Monday, 18:30 - 21:30	NIE3-01-TR317	(Coordinator) Dr Sasikumar Ponnalagu, sasikumar.p@nie.edu.sg/ Assoc Prof Seetha Lakshmi, seetha.lakshmi@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Tamil Language)	MTL903	Tamil Language in Education	4	Tutorial Group 1	20	16-Jan-25	Thursday, 18:30 - 21:30	NIE3-01-TR319	Assoc Prof Seetha Lakshmi, seetha.lakshmi@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Exercise and Sport Studies)	MES900	Research Methods in Exercise and Sport Studies	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:00 - 21:00	NIE5-01-TR506	(Coordinator) Assoc Prof Kee Ying Hwa, yinghwa.kee@nie.edu.sg/ Dr Chung Ho Jin, hojin.chung@nie.edu.sg	MSc (ESS) students	MSc (ESS) students	
Master of Science (Exercise and Sport Studies)	MES901	Integrative Project	2	Tutorial Group 1	25	17-Jan-25	Friday, 18:00 - 20:00	NIE5-01-TR505	Asst Prof Alicia Marie Goodwill, alicia.goodwill@nie.edu.sg	MSc (ESS) students	MSc (ESS) students	
Master of Science (Exercise and Sport Studies)	MES902	Adapted Physical Activity & Sports	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 18:00 - 21:00	NIE5-01-TR507	Dr Jernice Tan, jernice.tan@nie.edu.sg	MSc (ESS) students	Graduate students	
Master of Science (Exercise and Sport Studies)	MES903	Applied Sport Psychology - Interventions and Evaluation	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE5-01-TR504	Dr Chian Lit Khoon, litkhoon.chian@nie.edu.sg	MSc (ESS) students	Graduate students	
Master of Science (Exercise and Sport Studies)	MES912	Sports Injuries - Understanding, Prevention and Management	4	Tutorial Group 1	24	15-Jan-25	Wednesday, 18:00 - 21:00	NIE5-02-04 (Health Science and Anatomy Lab)	Assoc Prof Swarup Mukherjee, swarup.mukherjee@nie.edu.sg	MSc (ESS) students	Graduate students	
Master of Science (Life Sciences)	MLS900	Science Communication	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:30 - 21:30	NIE7-01-TR703	(Coordinator) Assoc Prof Yan Yaw Kai, yawkai.yan@nie.edu.sg/ Dr Norman Lim T-Lon, norman.lim@nie.edu.sg	MSc (LS) Chemistry January 2024 intake students and MSc (LS) Environmental Biology July 2023 and July 2024 students	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	
Master of Science (Life Sciences)	MLS924	Materials Chemistry	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 18:30-21:30	NIE7-01-TR703, NIE7A-B1-03 (Chemistry Lab 1), NIE7A-B2-10 (Chemistry Lab 3)	Asst Prof Edison Ang Huixiang, edison.ang@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)	MLS948	Molecular Spectroscopy	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:30 - 21:30	NIE7-01-TR704	Assoc Prof Tan Tuck Lee, Augustine, augustine.tan@nie.edu.sg	PhD (Sci) students	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	

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New students from January 2025 intake
26 Dec 2024 (9am) to 27 Dec 2024 (5pm)

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

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 (Life Sciences)	MLS952	Nanotechnology	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 18:30 - 21:30	NIE7-01-TR704	(Coordinator) Prof Xu Shuyan, shuyan.xu@nie.edu.sg/ Prof Kwek Leong Chuan, leongchuan.kwek@nie.edu.sg/Prof Rajdeep Singh Rawat, rajdeep.rawat@nie.edu.sg	PhD (Sci) students	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	
Master of Science (Life Sciences)	MLS962	Environmental Health and Toxicology	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:30-20:30	NIE7-01-TR701, NIE7-02-39 (Plant Sciences Lab), NIE7A-01-07 (Life Sciences Lab 2)	(Coordinator) Dr Goh Pi Lee, Beverly, beverly.goh@nie.edu.sg/ Assoc Prof Chew Shit Fun, sfun.chew@nie.edu.sg	MSc (LS) Environmental Biology January 2023, July 2023, January 2024 & July 2024 intakes students	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	
Master of Science (Life Sciences)	MLS964	Global Environmental Change and Vulnerable Ecosystems	4	Tutorial Group 1	25	16-Jan-25	Thursday, 18:30 - 21:30	NIE7A-01-01(Life Sciences Lab 3/Computation Lab)	(Coordinator) Dr Goh Pi Lee, Beverly, beverly.goh@nie.edu.sg/ Mr Tan Bian Hwee, bianhwee.tan@nie.edu.sg	MSc (LS) Environmental Biology July 2022 intake students	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	
Master of Science (Life Sciences)	MLS971	Critical Inquiry (Environmental Biology)	2	Tutorial Group 1	25	13-Jan-25	Monday, 18:30 - 20:30	NIE7-02-34 (Applied Biology Lab)	(Coordinator) Dr Goh Pi Lee, Beverly, beverly.goh@nie.edu.sg/ Assoc Prof He Jie, jie.he@nie.edu.sg/Dr Tan Lik Tong, liktong.tan@nie.edu.sg	MSc (LS) Environmental Biology July 2022 intake students	Graduate students with pre-requisites. Please write to course instuctor to seek permission.	
Master of Science (Mathematics for Educators)	MSM901	Fundamentals of Postgraduate Mathematics	3	Tutorial Group 1	30	13-Jan-25	Monday, 18:00 - 21:00	NIE-B1-14 (Cauchy Lab)	(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/Assoc Prof Tay Eng Guan, engguan.tay@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM902	Selected Topics in Mathematics	3	Tutorial Group 1	30	14-Jan-25	Tuesday, 18:00 - 21:00	NIE7-01-TR711	Assoc Prof Zhao Dongsheng, dongsheng.zhao@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM903	Algebra	4	Tutorial Group 1	30	16-Jan-25	Thursday, 18:00 - 21:00	NIE7-01-TR712	Dr Teo Kok Ming, kokming.teo@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM905	Data Science	4	Tutorial Group 1	30	15-Jan-25	Wednesday, 18:00 - 21:00	NIE7-01-TR715	Asst Prof Zhu Tianming, tianming.zhu@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM906	Discrete Mathematics	4	Tutorial Group 1	30	17-Jan-25	Friday, 18:00 - 21:00	NIE7-01-TR710	Prof Dong Fengming, fengming.dong@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	
Master of Science (Science of Learning)	MSL901	Foundations in Science of Learning	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof Farhan Ali, farhan.ali@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL902	Science of Learning: Research Methods	4	Tutorial Group 1	30	14-Jan-25	Tuesday, 18:00 - 21:00	LKCMed Novena Campus	Asst Prof Farhan Ali, farhan.ali@nie.edu.sg/ LSA7,	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL903	Learning Analytics for Science of Learning	4	Tutorial Group 1	30	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	(Coordinator) Asst Prof Zhu Gaoxia, gaoxia.zhu@nie.edu.sg/ Dr Koh Ruilin, Elizabeth, elizabeth.koh@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL904	Educational Neuroscience: Principles, Perspectives, Practices	4	Tutorial Group 1	25	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof Azilawati Jamaludin, azilawati.j@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL909	Integrative Project	2	Tutorial Group 1	10	17-Jan-25	Friday, 18:00 - 21:00	NIE2-01-TR214	Asst Prof Azilawati Jamaludin, azilawati.j@nie.edu.sg	MSL students	MSL students	17-Jan-2025 21-Feb-2025 Only two classes Fri 6 - 9 pm
Master of Teaching	MTC901	Nurturing Learners and Learning	4	Tutorial Group 1	20	14-Jan-25	Tuesday, 17:30 - 21:00	NIE3-01-TR311	(Coordinator) Assoc Prof Wong Yuen Fun, Isabella, isabella.wong@nie.edu.sg/ PCHD10	MTeach Jan 2025 intake: 10 Graduate students: 10	Graduate students (upon tutor's approval)	
Master of Teaching	MTC902	Designing Curriculum: Theory and Practice	4	Tutorial Group 1	20	16-Jan-25	Thursday, 17:30 - 21:00	NIE2-01-TR206	(Coordinator) Dr Teo Juin Ee, juinee.teo@nie.edu.sg/ Mr Lai Shang-Yi Jason Matthew, jason.lai@nie.edu.sg	MTeach Jan 2025 intake: 10 Graduate students: 10	Graduate students (upon tutor's approval)	
Master of Teaching	MTC905	Understanding and Developing Pedagogical Content Knowledge	4	Tutorial Group 1	20	13-Jan-25	Monday, 18:00 - 21:00	NIE3-01-TR312	(Coordinator) Dr Tay Hui Yong, huiyong.tay@nie.edu.sg/ Dr Wu Jing, jing.wu@nie.edu.sg	MTeach Jan 2024 intake: 10 Graduate students: 10	Graduate students (upon tutor's approval)	
Master of Teaching	MTC906	Educational Inquiry into Teaching and Learning	4	Tutorial Group 1	20	17-Jan-25	Friday, 18:00 - 21:00	NIE2-01-TR206	(Coordinator) Dr Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Dr Wu Jing, jing.wu@nie.edu.sg	MTeach Jan 2024 intake: 10 Graduate students: 10	Graduate students (upon tutor's approval)	
NIE Doctor in Education	EDCT901	Inquiry into Curriculum and Teaching	4	Tutorial Group 1	25	14-Jan-25	Tuesday, 17:30 - 20:30	NIE2-01-TR212	Assoc Prof Lim Tze-Wei Leonel, leonel.lim@nie.edu.sg	EdD (C&T) students	EdD & PhD students	Scheduled together with MCT901
NIE Doctor in Education	EDEL901	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	6	17-Jan-25	Friday, 18:00 - 21:00	NIE3-01-TR301	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	EdD students	EdD students	Scheduled together with MAE903
NIE Doctor in Education	EDEL902	Language and Literature Education	4	Tutorial Group 1	6	13-Jan-25	Monday, 17:30 - 20:30	NIE3-01-TR310	Assoc Prof Victor Lim Fei, victor.lim@nie.edu.sg	EdD students	EdD students	Scheduled together with MEL901
NIE Doctor in Education	EDEL903	Bilingualism and Biliteracy: Theory and Practice	4	Tutorial Group 1	6	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR306	Assoc Prof Viniti Vaish, viniti.vaish@nie.edu.sg	EdD students	EdD students	Scheduled together with MAE918
NIE Doctor in Education	EDEL906	Language Teaching Methodology	4	Tutorial Group 1	6	14-Jan-25	Tuesday, 18:00 - 21:00	NIE3-01-TR303	Prof Icy Lee, icy.lee@nie.edu.sg	EdD students	EdD students	Scheduled together with MAE904
NIE Doctor in Education	EDLC901	Current and Emerging Theories and Practices in Leadership and Management	4	Tutorial Group 1	25	16-Jan-25	Thursday, 17:30 - 20:30	NIE7-01-TR716	Assoc Prof David Ng Foo Seong, david.ng@nie.edu.sg	Graduate students	Graduate students	
NIE Doctor in Education	EDLC902	Ethics for Leaders	4	Tutorial Group 1	25	17-Jan-25	Friday, 17:30 - 20:30	NIE7-01-TR714	(Coordinator) Dr Wu Pinhui Sandra, sandra.wu@nie.edu.sg/Dr Alfred Pang Kah Meng, alfred.pang@nie.edu.sg	EdD students, and those from the Educational Leadership & Change Specialization	EdD students, and those from the Educational Leadership & Change Specialization	

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

Online Course Registration:	Add/Drop Period:
Existing students	10 Jan 2025 (9am) to 24 Jan 2025 (5pm)
23 Dec 2024 (9am) to 27 Dec 2024 (5pm)	

New students from January 2025 intake
26 Dec 2024 (9am) to 27 Dec 2024 (5pm)

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

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	EDLM901	Theory, Research and Practice in Teaching and Learning	4	Tutorial Group 1	15	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-01-TR215	(Coordinator) Assoc Prof Wong Yuen Fun, Isabella, isabella.wong@nie.edu.sg/Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg/Dr Chew Yee See Chelsea, chelsea.chew@nie.edu.sg/Assoc Prof Chua Bee Leng, beeleng.chua@nie.edu.sg/Assoc Prof Gregory Arief D Liem, gregory.liem@nie.edu.sg/Dr Khng Kiat Hui, kiathui.khng@nie.edu.sg/Dr Ng Ee Lynn, eelynn.ng@nie.edu.sg/Dr Seow Sen Kee, Peter, peter.seow@nie.edu.sg/Dr Tan Chee Soon, cheesoon.tan@nie.edu.sg/	EdD and PhD students	EdD and PhD students	
NIE Doctor in Education	EDLM903	Advances in Early Childhood Education: Issues and Trends	4	Tutorial Group 1	3	14-Jan-25	Tuesday, 17:30 - 20:30	NIE3-01-TR306	Dr Rebecca Chan, rebecca.chan@nie.edu.sg	EdD students	EdD students	Scheduled together with MEC902
NIE Doctor in Education	EDLM904	Advances in Special Education: Issues and Trends	4	Tutorial Group 1	2	14-Jan-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/	EdD students	EdD students	Scheduled together with MSE901 (TG02)
NIE Doctor in Education	EDTM901	Trends and Issues in the Use of ICT in Education	4	Tutorial Group 1	2	16-Jan-25	Thursday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	Asst Prof Wen Yun, yun.wen@nie.edu.sg	EdD students	EdD students	Scheduled together with MLT903
NIE Doctor in Education	EDVP921	Issues in Music Education	4	Tutorial Group 1	5	14-Jan-25	Tuesday, 17:30-20:30	NIE3-02-18 (Music Studio 3)	(Coordinator) Assoc Prof Tan Yuh Chaur Leonard, leonard.tan@nie.edu.sg/ Dr Wong Joon Hwang, joonhwang.wong@nie.edu.sg	EdD students	Graduate students. Please write to course instructor or coordinator to seek permission.	Scheduled together with MUE901
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 1	15	15-Jan-25	Wednesday, 18:00 - 21:00	NIE2-01-TR206	(Coordinator) Assoc Prof Heng Tang Tang, tangtang.heng@nie.edu.sg/ Dr Wu Jing, jing.wu@nie.edu.sg	EdD students	EdD students	
NIE Doctor in Education	NEDD902	Quantitative Research Methods	4	Tutorial Group 1	25	13-Jan-25	Monday, 18:00 - 21:00	NIE2-B1-14 (Seminar Room)	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	25	13-Jan-25	Monday, 18:00 - 21:00	NIE2-01-TR209	Assoc Prof Shanti Divaharan, shanti.divaharan@nie.edu.sg	EdD students	EdD students	
NIE Doctor in Education	NEDD904	Academic Reading and Writing for Education	4	Tutorial Group 1	20	16-Jan-25	Thursday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Prof Icy Lee, icy.lee@nie.edu.sg/ Dr Sun Baoqi, baoqi.sun@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
MAE901	Discourse Studies	This course will provide both a theoretical and practical introduction to concepts and techniques associated with the analysis of discourse. Students first familiarize themselves with the intellectual history of this interdisciplinary field, before turning to some fundamental issues that underlie the study of discourse. Topics covered include the relationship between language, thought and culture, the notion of context and its relation to linguistic form and function, ways of transcribing spoken discourse, and discourse in the multimodal communicational landscape. Students will read and discuss original research articles that employ various forms of discourse analysis to study how people use language to assert, negotiate, question, or challenge micro and macro social arrangements	4
MAE902	Language Acquisition Studies	This course examines theories of language acquisition (first, second, and bilingual) from psycholinguistic and sociolinguistic perspectives. A range of factors that affect the nature and route of language acquisition will be considered (e.g., age, cross-linguistic influence, linguistic environments, cognition, identity, power, etc.). A solid understanding of the nature of language acquisition is expected to provide good grounds for designing language teaching pedagogy.	4
MAE903	Sociolinguistic Perspectives on the Classroom	This course examines language in its social context, including language use in multilingual communities, social reasons for language change, language planning, pidgin languages, linguistic variation based on geography, social class, and gender, and issues in cross-cultural communication. It also considers the impact these concepts have on Singapore classrooms	4
MAE904	Language Teaching Methodology	In this course, we explore the rationale and principles behind the paradigm shift in language teaching methodologies and evaluate their appropriacy for the local teaching context in Singapore. Participants will learn about the relationship between methodology and syllabus design in planning appropriate programmes for teaching the different language skills	4
MAE908	Research in Teaching Written Discourse	The purpose of this course is to acquaint students with current theoretical models of writing that have informed recent research in the teaching of first language and second/foreign language writing. Discussion of major issues will include critical evaluation of writing research and instructional practices with reference to the development of writing competencies beyond the level of sentence decoding and production.	4
MAE918	Bilingualism and Biliteracy: Theory and Practice	This course provides an in depth look at the theory, practice, methods of data collection, approaches to data coding, and new directions in the field of bilingualism and biliteracy. The course will focus on both biliteracy in the classroom and biliteracy in society. In terms of the classroom we will discuss how best to teach children who are learning English as a second/third language and how to help emergent bilinguals struggling to acquire reading skills in English. In terms of biliteracy in society, we will look at the way biliteracy is celebrated in advertising, media and creative writing.	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
MAP810	Psychological Assessment	This core course equips students with the foundational knowledge and skills related topsychological assessment. It provides an introduction to the conceptual and psychometric aspectsof psychological testing. The first section of the course covers basic concepts of assessment andpsychometric principles that apply to all types of psychological tests. It teaches students how tocritically evaluate psychometrically strong assessment tools from weaker ones. The second section provides a brief introduction to cognitive tests. The third section provides a brief overviewon personality assessment and covers a few basic skills and assessment tools that could be used inpractice (e.g., intake interviews, self-report inventories and behaviour rating scales). The fourthsection provides an introduction to behavioural assessment and various observation protocolsand behaviour recording tools that could be used on field while assessing a clients behaviour.	3
MCP812	Group Dynamics and Counselling	This course examines the psychological processes underlying human interactions ingroups. Current theories applicable to group work in counselling are considered. Students will beexpected to develop a repertoire of skills and ideas and to develop communication skills essentialto group counselling in both face-to-face and on-line environments.	3

Course Code	Course Title	Description	Academic Unit
MCP814	Counselling: Applications across Cultures	This course examines dimensions of culture that may affect the receptivity of various populations to counselling, the effectiveness of alternative approaches to counselling, training requirements and desirable personal characteristics of counsellors working in multicultural settings. The final aim is to delineate the implications of the multi-ethnic population in Singapore for evolving effective, indigenous approaches to counselling, appropriate modes of service delivery, professional development of counsellors and research on counselling in Singapore.	3
MCP815	Family and Marital Counselling	This course covers both the theoretical and practical approaches in working with couples andfamilies. The course aims to: 1. Introduce a new epistemology and show how systemic family therapy is different fromother forms of therapy 2. Teach the key characteristics (i.e. basic assumptions and underlying philosophies, processof psychotherapy, tools and technique in intervention andtherapeutic goal/outcome) ofmajor family therapy models and outline its therapeutic process and goals. 3. Demonstrate the application of the practical elements of each model in local real- lifecontext. 4. Raise awareness of the strengths and limitations of each model.	3
MCP818	Advanced Counselling Skills	The aim of this course is for students to master advanced counselling skills which are found in most counselling approaches. On completion of the course students should be able to demonstrate competency in a range of counselling and crisis management skills. They will also be able to apply the contextual model as a meta-theoretical model to guide their counselling, and perform feedback-informed treatments.	3
MCP821	Cognitive-Behavioural Management and Interventions	This course aims to provide students with a basic understanding of the theories, principles,procedures and practice of behavioural and cognitive-behavioural management. The basicassumption of the behavioural approach is that both desirable and undesirable behaviour arelearned and the best strategy for remediation of problem behaviour is to structure theenvironment to reward desirable behaviour and extinguish maladaptive behaviour. In thecognitive approach, behaviour and emotions are viewed as resulting from cognitive processes,and maladaptive behaviour and emotions are changed by correcting dysfunctional beliefs andhelping clients to develop new cognitive and behavioural patterns. Both approaches can beapplied to a range of real life issues and problems of children, adolescents, and adults. Studentswill be provided opportunities to practice CBT skills in class and to receive feedback.	3
MCP822	Introduction to Play Therapy	Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour. Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Partcipants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.	3
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
MCP909	Theories of Counselling and Advanced Counselling Skills	This course aims to introduce fundamental theories and techniques of counselling to traineecounselling psychologists. It explores the role of the counselling psychologist, the nature of thecounselling relationship, and different approaches to counselling.	4
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

Course Code	Course Title	Description	Academic Unit
MEP820	Behavioural Interventions for Special Needs	This module aims to follow a scientist-practitioner model to develop skills in constructing andimplementing various behavioral interventions within appliedsettings such as schools, communitycenters, clinics, and homes. It intends to follow a hands-on approach towards providing studentswith essential background knowledge and tools to conduct effective evidence-based interventionsfor the most common reasons for referrals to educational psychologists within applied settings. This module is divided into 3 main areas, a.) The need for evidence-based practice and interventions within applied setting and linkingassessment with intervention. b.) Basic behavioral principles, interventions, data collection systems and single case researchdesigns to monitor the progress of various interventions. c.) Behavioral Interventions used in applied settings for children with ADHD, ASD, ODD andConduct problems.	3
MEP821	Cognitive Behavioural Management and Interventions	This course aims to provide students with a basic understanding of the theories, principles,procedures and practice of behavioural and cognitive-behavioural management. The basicassumption of the behavioural approach is that both desirable and undesirable behaviour arelearned and the best strategy for remediation of problem behaviour is to structure theenvironment to reward desirable behaviour and extinguish maladaptive behaviour. In thecognitive approach, behaviour and emotions are viewed as resulting from cognitive processes,and maladaptive behaviour and emotions are changed by correcting dysfunctional beliefs andhelping clients to develop new cognitive and behavioural patterns. Both approaches can beapplied to a range of real life issues and problems of children, adolescents, and adults. Studentswill be provided opportunities to practice CBT skills in class and to receive feedback.	3
MEP822	Early Intervention	This course focuses on early intervention targeted at students with disabilities and those at risk of developmental delay. With early intervention as its focus, this course would focus on children in the early years aged from birth to 8 years. This course would provide an introduction to the key principles in early intervention and their application to different groups of children at risk as well as those with developmental disabilities. Participants will be encouraged to link theoretical perspectives and empirical studies for critical examination within the loca context.	3
MEP823	Learning Disabilities	This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges. It introduces students to the nature and cause of learning disabilities, and their assessment and intervention. It will also exsamine the research literature on the effectiveness of various practices as well as learn about the issues and devates in the field.	3
MEP824	Multi-Tiered System of Support (MTSS) to Build Success in Literacy	The purpose of this course is to equip trainee psychologists with foundational knowledge of a multitieredsystem of support, which will enable schools to identify and servestudents who strugglewith reading and require additional support.	3
MEP825	Introduction to Play Therapy	Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour. Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Partcipants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.	3
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
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

Course Code	Course Title	Description	Academic Unit
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
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
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
MAC811	Multicultural Counselling	When contemporary societies become more culturally diverse due to globalization, counsellors and their clients may not share the same sociocultural values. Counsellors can no longer assume that their counselling approaches are applicable to everyone. Counselling is not value-free but is embedded in worldviews mainly derived from Western and dominant cultures. As such, counsellors must be able to adapt their counselling processes when working with clients across cultural groups and social classes. The aim of this course is to help counsellors become more culturally competent in three main areas: becoming more aware of their own assumptions about human behaviours, values, normality, and wellbeing; becoming more aware of the worldviews of culturally diverse clients; and being able to develop intervention strategies consistent with the worldviews of their clients in Asian contexts.	3
MAC815	Advanced Counselling and Interviewing Skills	This course examines the development of counselling skills through the counselling process involving phases of relationship building, problem exploration and identification, goal-setting, designing intervention strategies, evaluation outcomes and termination. This class is predominantly experiential. An emphasis is placed on the practice and demonstration of skills, development of counselling plans, and strategies for assistance.	3
MAC816	Group Process and Counselling	Theory and practice of group counselling will be presented, discussed, and practiced in this course. Students will learn about the principles of group dynamics, process and counselling techniques. Application of groups in community and educational settings for remedial and preventive purposes will be explored.	3
MAC817	Psychopathology and Appraisal	Psychopathology and Appraisal provides an overview of the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5) and equips students with the foundational knowledge relating to the etiology, identification, developmental course and treatments of various psychological disorders observed across the life-span (i.e., children and adults). The psychological disorders covered include, anxiety disorders, obsessive compulsive and related disorders, bipolar and related disorders, depressive disorders, personality disorders, somatic symptom and related disorders, dissociative disorders, schizophrenia spectrum and other psychotic disorders, feeding and eating disorders, and neurodevelopmental disorders.	3
MAC819	Programme Evaluation in Counselling and Guidance	This course provides the students with the basic understanding of procedures for counselling programme development and accountability/evaluation. It focuses on the needs assessment, planning, development, design, implementation and evaluation of a comprehensive counselling and guidance programme. The community and school-related issues and management competency of the counsellor will be emphasised.	3
MAC820	Introduction to Family Counselling	This course gives an introduction to family systems theories and investigates family issues that surface in counselling. Critical examination of systemic change, dysfunction, stages of family development, the dynamics of family interaction, problems associated with individual adjustments, adaptations and other reactions within family is included.	3

Course Code	Course Title	Description	Academic Unit
MAC824	Introduction to Play Therapy	Introduction to Play Therapy is an experiential and interactive clinical course designed to provide trainee counselors and psychologists with the knowledge and skills to work effectively with children in various clinical and school settings. Working with children requires a specific skill set and expertise that is different than working with adolescents and adults. Play therapy is an evidence-based intervention and research has demonstrated its efficacy for addressing various issues children present with such as low self-esteem and disruptive behaviour. Through the course, participants will be familiar with child-centred play therapy and acquire basic play therapy skills including the logistical set up of a play room and basic play therapy skills. Partcipants will also be prepared to handle typical issues in play therapy. Participants will get hands-on experience that will prepare them to work competently with children.	3
MAC830	Practicum I	The principal goal of practicum is to provide an opportunity for integration and concrete practice of counselling theories, process and techniques leading to effective individual and group counselling. There will be close supervised counselling practice with clients in approved field sites such as schools or agencies which are consistent with the student's learning needs, career goals and area of interest. Demonstration of appropriate professional quality, social and ethical judgment and being receptive is expected.	3
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
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
MEM908	Ethics and Leadership for Educators	This course is aimed at exploring and clarifying the relation between ethics and leadership. Leadership may be seen as the ability to influence human relations for the sake of organisational interests and/or personal gain. From this perspective, ethics does not feature as the core of leadership or it serves only as an instrument to achieve other, non-ethical objectives. On the other hand, even if leadership is ethical in nature, there is the problem arising from the variety of competing conceptions of ethics. How does the leader negotiate among these competing conceptions of ethical thought? These considerations show why it is important to address and examine basic questions about ethics and leadership.	4
MEM913	Interdisciplinary Thinking for Educational Leaders	The course aims to introduce to participants the key concepts of interdisciplinary thinking for them to be innovative and effective educational leaders in the 21st century. The focus is on how knowledge and methods in two or more disciplines can be integrated to produce a cognitive advancement such as explaining a phenomenon, solving a problem and creating a product.	4
MEM916	Teachers as Leaders for Learning	Schools are continually compelled to build capacity in order to cope with increasing demands from key stakeholders such as policymakers, parents and its communities all of which require schools to innovate curricula that bring about a broadened set of learning outcomes in students. Besides investing in teacher quality through appropriate professional development framework and processes so as to significantly impact classroom teaching practices, building quality leadership is equally essential. It has been argued that leadership is second only to teaching in terms of within school factors impacting student learning outcomes. However, besides raising the quality of leaders traditionally at the senior or middle leadership levels, leadership to support teaching and learning must now extend to teacher leaders. The distribution of instructional or/and curriculum leadership practices would only lead to the development of leaders beyond senior and middle leadership levels. Hence, the need to develop teacher leaders who are equally concern to improve teaching and learning. As leaders for learning, teacher teachers work in a range of roles beyond the confines of their classrooms. The focus in this course will be leadership for learning within professional learning communities (PLCs), which includes collaborating with teachers within and beyond schools.	4

Course Code	Course Title	Description	Academic Unit
MEM931	Research Methods in Education	This course introduces research methods applied in doing educational research. It will include quantitative, qualitative, and mixed methods research approach. The rigor or quality of research is highlighted, potential threats to research quality are analyzed, and strategies for doing rigorous research are discussed. Participants will learn how to choose research methods in order to achieve the purpose of a research study. They will learn the process of doing research, various research designs and data analysis techniques. Participants will also be provided actual experience in reading and evaluating research papers as well as designing their own research.	4
MEM932	Critical Inquiry	This course is a capstone course for students who are progressing into the last stage of their academic study in the MAEM program. Students taking this course are required to identify an existing problem area in their organization which is critically affecting the effectiveness of the organizational operation, hence they wish to investigate, and write a mini research proposal. The selection of a practical issue should be related to a theoretical area of management, and to the candidates interest and intention to improve the situation. Students should be able to demonstrate 1) research skills that they have learned from the 2 core courses of research methodologies; 2) insightfulness of practical issues in organizational lives from leadership/management perspectives; 3) pertinence in their selection of theories from the literature review to address the issues; and 4) capability to generate approaches/solutions to deal with the issues.	2
MID901	Instructional Design Models and Practices	In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.	4
MID906	Training Methods and Strategies	Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. This course aims to provide conceptual understanding of the theoretical underpinnings of selected training / instructional methods and strategies. It aims to provide opportunities for students to explore concrete training / instructional design theories and to design appropriate strategies and / or activities to achieve the instructional objectives.	4
MID917	Designing e-Learning	This course explores issues of design in the crafting of learning technologies (i.e., e-learning), activities that foster learning, and overall learning environments. The following topics will be covered: the use of IT tools to support e-learning systems, the design of various instructional strategies used in e-learning system, and e-learning issues.	4
MID941	Evaluation Models and Methods	This is a core course for MAIDT program. Program evaluation is important for instructional design as it 1) helps determine the merit and worth of an instructional package, and 2) helps identify the strength and area for improvement to assist decision making and program development. This course is intended to provide students with an understanding and awareness of the basic philosophical, procedural, and technical aspects of evaluation. The primary goal is to help students achieve a level of basic knowledge and skills in the application of acceptable and efficient models to the evaluation of programs. Students will systematically design an evaluation plan as the final project for the course.	4
MID942	Multimedia Design	Computer-based instruction allows the possibility of delivering lessons to students that employ multiple information modes (text, graphics, sounds, etc.) within a non-linear structure, which collectively falls under the rubric Multimedia. This subject covers the following areas: screen design, the use of media, learner control, navigation, and metaphor.	4

Course Code	Course Title	Description	Academic Unit
MID945	Capstone Project for Instructional Design	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: 1) Conduct a Needs Analysis. The project deliverable will be a Needs Analysis report (6,000 words maximum, excluding references and appendices) summarizing the data collected, its analysis as well as recommendations for training interventions; 2) Develop an Instructional Package: The project deliverable will be an implementable instructional package (comprises lesson plan, paper-based and/or online lesson materials, and instructor guide) as well as a Design Document (3,000 words maximum, excluding references and appendices) explaining the rationalization of the package. 3) Conduct a Programme Evaluation: The project deliverable will be an Evaluation Report (6,000 words maximum, excluding reference and appendices) summarizing the evaluation instruments used, data collection methods, data analysis as well as the recommendations for programme improvement. 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 thsese performance problems. Throughout the process, students will be assigned to supervisors who will serve as mentors for the project.	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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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
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MTCL904	Teaching of Listening & Speaking Skills in TCIL	Listening and speaking are two important skills required in any language learning. They are complex skills that need to be developed consciously. In any interaction, comprehending the language used is necessary for effective communication. Hence, as instructors for TCIL, it is important to acquire the various communicative language teaching pedagogical approaches in order to teach effective communication skills. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language listening and speaking content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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MTCL905	Teaching of Reading And Writing Skills In TCIL	Reading and writing are two important literacy skills one requires to function effectively in everyday life. These two skills are interconnected and can be developed together. With global economies and emerging new technologies, new literacies are already becoming part of the educational landscape. Hence, as instructors for TCIL, it is important to understand the various teaching pedagogical approaches to engage learners of this new age. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language reading and writing content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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MTCL906	Application of Information Technology in TCIL	In todays 21st century education, the use of ICT for teaching and learning had infiltrated schools at a rapid pace. To ensure that todays digital learners are future-ready for the workforce of tomorrow, educators must understand and embrace the need to employ the use of ICT to create a 21st century learning environment. A 21st century educator must be competent to use technology with ease in teaching and learning, be it in the classroom or out of classroom where learning takes place anytime, anywhere. Hence, as TCIL instructors, it is important to understand the application of technological tools with content and pedagogical approaches, and appreciate how ICT can create an effective learning environment for TCIL.	4

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MTCL907	Language Testing & Assessment in TCIL	Testing and assessment is an integral part of the learning process, and must be closely aligned with curricular objectives, content and pedagogy. It serves as the central function of getting the best possible evidence on what the students have learned. Teachers and students can then use this information to decide what to do next in the teaching and learning process. It is important that TCIL instructors be equipped with the necessary assessment competencies, so that quality teaching and learning can be achieved in all TCIL classrooms, bearing in mind the varied language backgrounds and proficiency levels of TCIL learners.	4
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MTCL908	Analysis & Development of Instructional Materials for TCIL	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. 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.	4
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MTCL909	Global Chinese and Contemporary China	The rapid rise of China as a global economy has driven an increase to the educational and pragmatic value of learning Chinese language globally. Understanding the history and development of Chinas rise and economic globalization is essential to TCIL instructors as they thread beyond the grounds of China in TCIL to non-native learners.	4
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MTCL910	Critical Inquiry in TCIL	Educational researchisan 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 theseresearchfindings to improve their competences in the teaching and learning process. 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.	4
MTCL911	Professional English for TCIL Instructors	All teachers need to possess skills that enable them to communicate effectively with a range of stakeholders in the educational settings. Being able to apply these skills in a second language is all the more critical for Chinese language teachers who will need to fulfill school related tasks and communicate with other members of staff, students and their parents in the English medium. This course helps to prepare participants who will be working in international settings as they move through their careers.	4

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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 childs 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
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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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MAS912	Heritage, History and Culture	This course aims to intellectually equip you with the methods and practices that would enable you to make your own assessments about various aspects of (in)tangible heritage. This course intends to engage students in making practical assessments of the tangible built heritage and the intangible heritage of cultural practices and traditions. In the course, students examine the heritage value of historical sites and landmarks as well as cultural traditions. Students do a major case study of a place or a cultural practice that they consider to be of heritage value. The significance and meaning of what constitute heritage is covered. Students consider why some historical sites and cultural traditions and not others are regarded as essential for school field trips and tourism. The question of how the public perceives the past as it is presented in museums is also analysed.	4

Course Code	Course Title	Description	Academic Unit
MAS936	Contemporary Singapore	The increased emphasis on post-independence Singapore in the national humanities curriculum means that there is a need for more knowledge and discussion of Singapores development after 1965. This course takes a thematic and issue-oriented approach towards understanding the evolving political, social-cultural and economic dimensions that shaped the landscape of contemporary Singapore. Through this course, you will examine the multi-faceted challenges facing Singapore today and critically evaluate and offer potential solutions. This course is suitable for anyone looking for a deeper and more nuanced understanding of the historical and contemporary challenges facing Singapore. It is also suitable for anyone interested in learning more about Singapores development since 1965.

Given the increased emphasis on Singapore history in the lower secondary history curriculum, as well as in the primary and secondary curriculum, this course will help teachers acquire a deeper and more nuanced understanding of the historical and contemporary challenges facing Singapore today. | 4 |
MAS950	Spatial Data Analytics in Climate Change and the Humanities	Spatial data analytics allows one to visualize and analyse social and environmental data. It has become an important analytical tool across a variety of fields such as planning, and most importantly, climate change. The continued emission of greenhouse gases will undoubtedly cause further warming, thereby increasing the likelihood of severe, pervasive and irreversible impacts on people and ecosystems. Moreover, low-income communities are often disproportionately affected by the impacts of climate change. Consequently, there is an urgent need for resilience planning and resource allocation that are equitable and proactive. This can potentially be achieved via an application of spatial data analytics.	4
MAS982	Inquiry and Perspective in the Humanities	Recognising that inquiry is a valuable experience for postgraduate students, this 2 AU course offers you a chance to trace lines of inquiry with respect to a humanities related topic of your choice. Given that this is a 2AU course, the course assignment format, expectations, and workload are designed such that they would be manageable for you.	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
MTD902	Foundations of Learning and Instruction	This course helps participants to build foundational knowledge of theories and principles of learning to support instructional design, training, and human resource development. Students will be able to critically analyze learning theories from the behaviourist, cognitivist, constructivist, and social constructivist perspectives. Students will also critically evaluate instructional theories from the different perspectives and relate it to their personal teaching practice through individual papers and online discussions.	4
MTD908	Training Methods and Strategies	Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. This course aims to provide conceptual understanding of the theoretical underpinnings of selected training/instructional methods and strategies. It aims to provide opportunities for students to explore concrete training/instructional design theories and to design appropriate strategies and/or activities to achieve the instructional objectives. Given a performance problem, the students will be able to apply the instructional theories and approaches to address the needs of the learners and the performance gap.	4
MTD910	Multimedia Design	Computer-based instruction allows the possibility of delivering lessons to students that employ multiple information modes (text, graphics, sounds, etc.) within a non-linear structure, which collectively falls under the rubric Multimedia. This subject covers the following areas: screen design, the use of media, learner control, navigation, and metaphor. At the end of the course, students will be able to * Describe the following medias pros and cons: text, graphics, audio, animations, and videos. * Describe the pros and cons of at least 4 navigation tools. * Apply the various design guidelines to develop a multimedia package	4

Course Code	Course Title	Description	Academic Unit
MTD912	Programme Evaluation Models and Methods	This course is intended to provide participants with an understanding basic theoretical, procedural, and technical aspects of evaluation. The goal is to help participants develop some basic knowledge and skills in the application of evaluation models to various training programmes.	4
MTD913	Teaching and Learning in Higher Education	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. Content Topics: Teaching in specific higher education contexts, e.g. NTU, Poly, etc. Learning theories Teaching in your discipline Course design Constructive alignment Assessment Designing learning activities Planning a lesson Facilitating Learning Evaluating your teaching Increasing your impact in teaching Showcasing your teaching Blended learning	4
MEA902	Visual Arts and Creativity	* Learners will understand the types of cognition involved in the creative process of art making. * Learners will experience the dynamic role affective responses play in the art making process. * Learners will understand the importance of interdisciplinary knowledge in engendering creative thoughts. * Learners will also acquire foundational knowledge to facilitate creativity in the classroom setting.	4
MEA904	Art Making and Aesthetic Enquiry	* To discover and observe contemporary art practices though artist studio visits * To evaluate and experiment with ones own artistic practice. * To produce a body of work though a personal artistic investigation.	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
MCL903	The Instructional Use of Children and Young Adults' Literature in Chinese Language Teaching and Learning	As a Chinese language teacher in a primary or secondary school, it is imperative to understand the relationship between children and adults literature and pedagogies. This course will help to enhance the understanding of the applications in children and young adults literature, allowing teachers to hone their teaching pedagogies. This course will examine the instructional use of children and young adults literature in Chinese language teaching and learning.	4

Course Code	Course Title	Description	Academic Unit
MCL906	Chinese Educational Linguistics	Educational Linguistics is one of the major sub-fields of Applied Linguistics. It is an area of study that integrates the research tools of linguistics and other related disciplines of the social sciences in order to investigate holistically the broad range of issues related to language and education. With an in-depth knowledge of the educational linguistics, the teacher is better equipped to plan more effective and meaningful pedagogy. Overseas renowned scholars will be invited to share their forefront ideas, thoughts and experiences which will greatly benefit the students.	4
MCL912	Chinese-English Translation and Chinese Language Teaching: From Theory to Practice	Being a multilingual nation, Singapore is unique in its language environment, providing a rich linguistic context for students learning the Chinese language. Our youth today are widely exposed to the Chinese and English languages, using them in their translations. These rich materials should be harnessed for formal language learning. This course will help to equip MEd students with the pre-requisite understanding.	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
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
MCT902	Crafting the Curriculum	The process of analysis will reveal that curricula are by necessity always incomplete and imperfecteverything 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 needsThis 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. 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? 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.	4

Course Code	Course Title	Description	Academic Unit
MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	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.	4
MCT904	Understanding Teachers and Teaching: Theory and Practice	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. 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? 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.	4
MCT905	Theories and Perspectives of Learning	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.	4
MCT911	Curriculum Implementation and Educational Change: Concepts and Issues	The overarching purpose of this course is to provide a theoretical, analytical, and practical framework for understanding some of the key issues and debates surrounding the implementation of national and school-based curriculum improvement efforts, professional development and school change. A variety of factors for understanding the complexity of curriculum implementation will be presented: school culture, the complexities of roles and relationships in schools, and policy implications of change initiatives. It is designed to encourage teachers and school leaders to examine their assumptions about the nature of educational change and the complex process of implementing planned change at the school and classroom levels. Participants will be expected to review, critically analyse and relate relevant literature to their own experiences of working with innovation and change initiatives in Singapore schools.	4

Course Code	Course Title	Description	Academic Unit
MCT912	Curriculum and Programme Evaluation	This course offers an introduction to key considerations in interpreting and designing evaluation studies in the educational context. Through considering the purposes of evaluations and exploring the nature of major evaluation approaches, participants will develop understanding of the key aspects of designing evaluation studies. The primary assessment project for all students will be to design (but not conduct) an evaluation for a curricular programme, project or product.	4
MCT913	Differentiating Curriculum and Teaching for Diverse Learners	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. 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. 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	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
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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Course Code	Course Title	Description	Academic Unit
MDP903	Counselling Children and Adolescents	Teachers and other helping professionals who might not have the knowledge about basic counselling concepts and skills are often at a loss when faced with children or adolescents who need psycho-social and emotional support. This course provides one with information and skills needed to do basic counselling in settings such as schools and other educational centers.	4
MDP904	Motivation, Volition and Learning-in-Action	This course is designed to empower teachers, coaches, supervisors or parents to motivate their charges and to develop their volition to love, to will, to think and to make personal improvements so that they become happy and well-adjusted members of the community. The course examines biological-psychological research and theories related to enhancing motivation and volition in young and adult learners. It helps participants to understand why some renowned persons drive themselves to success while others seem to remain in mediocrity. Participants will engage in research practices and reflections as they relate their experiences to theories and hypotheses in daily practices based on the framework of Knowledge-Volition-Action.	4
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
MDP905	Individual Differences and Learning	This course will equip participants with the attitudes and pedagogical skills needed to meet diverse learning needs in a classroom. The objectives of the course include but are not limited to the following: (1) determine implications of individual differences in personality, ability and well-being for teaching and learning; (2) provide a rationale for the use of evidence based interventions (EBIs); (3) contrast the key features of ADHD, ASD, LDs and giftedness; (4) apply differentiated instructional strategies to collaboratively evaluate and revise a lesson plan to improve learning for those with atypical learning needs.	4
MDP906	Personality and Attitude Assessment	This course covers the non-cognitive aspects of educational assessment. Non-cognitive attributes such as attitudes, interests, and personality are important to education for the 21st century. The course complements those of cognitive assessments, to provide the breadth of knowledge for a MEd (Educational Assessment) specialist.	4
MDP907	How to Nurture Creative and Happy Learners	It has been said that we live in the VUCA world Volatile, Uncertain, Complex, and Ambiguous. Creative individuals will cope well in the VUCA world, due to their capacity to think of original solutions to complex and challenging problems. At the same time, via incremental improvement or radical transformation of the VUCA world they live in, creative individuals can live happy, enriched and meaningful lives in society. This module infuses its participants with relevant KSAOs (Knowledge, Skills, Abilities and Others) to nurture creative and happy learners in the Singapore context. It achieves this goal by immersing participants in the theoretical and empirical research on creativity and happiness. By mastering this psychological domain of knowledge, participants will become skillful facilitators of creative and happy learners in the classroom, and thereby prepare their students for living and thriving in the VUCA world.	4

Course Code	Course Title	Description	Academic Unit
MDP907	How to Nurture Creative and Happy Learners	It has been said that we live in the VUCA world Volatile, Uncertain, Complex, and Ambiguous. Creative individuals will cope well in the VUCA world, due to their capacity to think of original solutions to complex and challenging problems. At the same time, via incremental improvement or radical transformation of the VUCA world they live in, creative individuals can live happy, enriched and meaningful lives in society. This module infuses its participants with relevant KSAOs (Knowledge, Skills, Abilities and Others) to nurture creative and happy learners in the Singapore context. It achieves this goal by immersing participants in the theoretical and empirical research on creativity and happiness. By mastering this psychological domain of knowledge, participants will become skillful facilitators of creative and happy learners in the classroom, and thereby prepare their students for living and thriving in the VUCA world.	4
MDP908	Evaluation of Programs in Schools and Community Organizations	It is important that stakeholders are able to know if current programmes in schools and organisations are effective and are bringing about the intended outcomes as planned. Periodic monitoring is also important to ensure that the standard and quality of the programmes remain robust. This course is therefore designed to help practitioners learn the skills of programme evaluation to enable them to appraise educational, social and community programmes in their organisations in a scientific and systematic manner - one that is grounded in the science of programme evaluation.	4
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
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
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MEC901	Child Development (0-8 years)	The MEC901Course which is the first specialisation course in the MEd (EC) Program, provides the foundation for all the other specialisation courses. This course will help participants conceptualize childrens development across infancy, pre-school and primary school years (birth to 8 years) through the critical review of/reflection on various developmental theories, models, approaches and scholarly works.	4
MEC901	Child Development (0-8 years)	The MEC901Course which is the first specialisation course in the MEd (EC) Program, provides the foundation for all the other specialisation courses. This course will help participants conceptualize childrens development across infancy, pre-school and primary school years (birth to 8 years) through the critical review of/reflection on various developmental theories, models, approaches and scholarly works.	4

Course Code	Course Title	Description	Academic Unit
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
MEC904	Assessment in Early Childhood Education	Assessment had become an important aspect in the early years as teachers need to document and provide evidence of childrens learning to various stakeholders such as parents and government authorities.

In this course, participants will examine discourses and issues in assessment in early childhood (0-8 years old), and critically evaluate and (re-)design the assessment framework and related practices at a particular setting. | 4 |
| MEC907 | Diversity in Early Childhood Education | Early Childhood (EC) classrooms in Singapore are becoming more and more diverse in nature. Teachers need to learn to work with children and families from different cultures and backgrounds.

This course will introduce participants to the concepts of diversity and social justice in the early years. Participants will learn the importance of being aware as well as acquiring the necessary knowledge, skills, attitude, experience and dispositions to develop a personal pedagogy which promotes diversity and social justice to work with young children in EC classrooms. They will also learn the importance of promoting childrens voices in research, practice and policy in the field of early childhood care and education (ECCE). | 4 |
MEC908	Early Intervention	This course features a multi-disciplinary nature, which is crucial to transdisciplinary collaboration, a fundamental tenet within the early intervention of young children with disabilities as well as those at risk. A primary focus is the theoretical tenets, contextual elements in the practice of early intervention, and evidence-based intervention approaches. Participants will be guided through various formats of learning to be able to understand the history and theories of early intervention in the global literature, as well as to apply their understanding in the investigation of the contemporary early intervention programs, practices, policies, and future trends for development.	4
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
MAX901	Assessment Principles and Methods	A foundational knowledge of measurement and assessment in education is requisite to the MEd (Educational Assessment) specialization. This course introduces participants to the general process of educational assessment and the key concepts, principles, and techniques of assessment.	4
MAX912	Theory and Assessment of Psychological Constructs	At the end of the course, students will be able to: 1. Understand the principles of affective measurement and assessment, and psychological scaling methods 2. Select published psychological scales, or to adapt or construct relevant affective measures 3. Develop a scale to assess psychological constructs	4

Course Code	Course Title	Description	Academic Unit
MAX913	Programme Evaluation	It is important that stakeholders are able to know if current programmes in schools and organisations are effective and are bringing about the intended outcomes as planned. Periodic monitoring is also important to ensure that the standard and quality of the programmes remain robust. This course is therefore designed to help practitioners learn the skills of programme evaluation to enable them to appraise educational, social and community programmes in their organisations in a scientific and systematic manner - one that is grounded in the science of programme evaluation. As a specialisation elective, the course caters to the interested MEd (Educational Assessment) student.	4
MAX933	Assessment in the Generative AI (GAI) Age	This course examines the evolving landscape of educational assessment in the age of generative AI (GAI). Rather than focusing on the technology itself, well critically analyze how GAI impacts assessment practices while upholding fundamental assessment principles. Well learn to design effective assessments that leverage GAI for personalized learning and feedback, while grounding ourselves in enduring assessment concepts. Well also investigate how GAI can uncover deeper insights from assessment data and facilitate self-directed learning. Using Selwyns socio-technical framework, we will problematise the context, looking into the limitations, and ethical considerations of GAI in assessment, emphasizing the enduring priorities in this rapidly changing times.	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
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
MED904	Multivariate Statistics	This course is designed for higher degree students who want to apply different multivariate statistical methods into applied fields such as educational measurement, experimental/quasi-experimental studies and correlational studies. The students will get hands-on experience in running SPSS and AMOS to analyze data.	4
MPM901	Assessment Principles and Methods	A foundational knowledge of measurement and assessment in education is requisite to the MEd (Educational Assessment) specialization. This course introduces participants to the general process of educational assessment and the key concepts, principles, and techniques of assessment.	4
MPM904	Attitude Measurement and Personality Assessment	This course covers the non-cognitive aspects of educational assessment. Non-cognitive attributes such as attitudes, interests, and personality are important to education for the 21st century. The course complements those of cognitive assessments, to provide the breadth of knowledge for a MEd (Educational Assessment) graduate.	4
MPM905	Programme Evaluation	It is important that stakeholders are able to know if current programmes in schools and organisations are effective and are bringing about the intended outcomes as planned. Periodic monitoring is also important to ensure that the standard and quality of the programmes remain robust. This course is therefore designed to help practitioners learn the skills of programme evaluation to enable them to appraise educational, social and community programmes in their organisations in a scientific and systematic manner - one that is grounded in the science of programme evaluation. As a specialisation elective, the course caters to the interested MEd (Educational Assessment) student.	4

Course Code	Course Title	Description	Academic Unit
MPM908	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
MPM909	Elementary Statistics for Education	This course provides the MEd (Educational Assessment) graduate student with the skills and understanding of elementary statistics and their applications in the social and behavioural sciences. Basic statistical literacy is required in a critical reading of research literature and in conducting sound research. It is essential knowledge for a MEd(Educational Assessment) graduate working in the field of educational measurement and evaluation	4
MPM910	Multivariate Statistics	This course is designed for higher degree students who want to apply different multivariate statistical methods into applied fields such as educational measurement, experimental/quasi-experimental studies and correlational studies. The students will get hands-on experience in running SPSS and AMOS to analyze data.	4
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
MEL901	Language and Literature Education	Historically, literature and language have not been dichotomous terms. Literature as a concept emerged in the fourteenth century and its latin root is littera denoting a letter of the alphabet. In this sense literature was tied to literacy or, more specifically, the ability to read. It was only later that literature became connected to the concept of taste involving the ability to read particular kinds of text and the discipline emerged in distinction from fields of language and linguistics. In this course, we seek to examine historically the disciplinary schism between English language and English literature and explore socio-cultural, linguistic and textual theories advocating an integrated approach to English language teaching. In the process, we aim to problematize the dichotomies between reading and writing, literacy and literariness, the functional and the aesthetic.	4
MEL902	Analyzing Literature and Language	This course introduces participants to the study and analysis of styles in canonical and non-canonical literary texts, as well as other similarly creative texts such as advertisements, using fundamental linguistic and literary tools. It is an interdisciplinary course spanning the borders of English language and English literature, which are presently framed in the school curriculum as two subjects even though they are mutually constitutive fields of inquiry. As education expands globally and exponentially, it is imperative that both language teachers and literature teachers promote learners who are able to systematically identify and critically evaluate or appreciate the qualities of language used for particular effects in a plethora of creative texts which exist around them. Participants in this course will have opportunities to examine and describe the forms of texts, interpret their communicative functions and offer evaluations of the textual effects created, supported by language-based evidence.	4
MEL913	Materials Design in the Language Curriculum	The course will deal with principles and techniques in the evaluation, adaptation and development of English language teaching-learning materials for school-age learners. It will prepare students to understand the principles of materials design and think about the place of materials in course planning and teachers role in evaluating and adapting published materials, and selecting and designing supplementary materials. Systematic procedures for materials evaluation will be introduced and students will source, analyse and consider how to exploit supplementary materials that fulfill curricular objectives. Finally, since it is essential that teachers know how to design materials, students will be guided to develop their own materials for the teaching of language systems and skills, and for the promotion of higher-order thinking skills. Concepts such as differentiation, interdisciplinarity and learner involvement in materials selection and creation will be discussed.	4

Course Code	Course Title	Description	Academic Unit
MEL915	Language Assessment in the Classroom and Beyond	This module aims to teach theories and applications of language assessment in classrooms and beyond. Students will be introduced to (1) fundamental concepts, principles, and issues in language assessment; (2) approaches to and procedures for designing and constructing language tests, and (3) fundamental concepts in quantitative data analysis with specific focus on classroom applications. The module presents language assessment and data analysis in a pragmatic and easy-to-understand way and addresses some of the perpetuating misconceptions concerning language assessment.	4
MEL918	Reading in a Multimodal Age	This course aims to introduce participants to various theories in the teaching of reading from early to adolescent literacy. Students will explore skills-based instruction and constructivist approaches, cognitive and sociocultural theories of reading, and discuss the implications of these ways of thinking for their classroom teaching and assessment. Furthermore, students will explore what it means to read in a multimodal age, and examine the reading and viewing of visual and other multimodal texts.	4
MEL928	Children's Literature for the English Classroom	This course offers an exploration into the world of childrens literature from different theoretical perspectives. It situates childrens literature as sites where issues of class, race, gender, ethnicity, nationality and identity are constructed. Through applications of literary theory, the course offers opportunities to engage critically with tests in relation to readers and contexts. The course will also introduce scholarship from critical discourse and cultural studies revealing childrens stories as not only a means of enculturation but also as a platform to develop the critical and creative imagination.	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
MLT903	Technologies as Cognitive Tools	Topics include: * Definition of cognitive tool and reasons for using technology as cognitive tools * Classification of cognitive tools and research * Concept of affordances * Use of web 2.0 tools as cognitive tools * Theoretical underpinning of concept/mind mapping tools * Theoretical underpinning of computer supported collaborative learning (CSCL) * Affordances of CSCL tools for teaching and learning	4
MLT909	Research Methodologies for the Learning Sciences	1. Concept, purpose and process of conducting research 2. Research and ethics 3. Identifying research problem 4. Conducting critical literature review 5. Writing research questions 6. Designing surveys and interviews 7. Collecting quantitative data 8. Collecting qualitative data 9. Analysing quantitative data 10. Analysing qualitative data 11. Reporting research	4
MLT913	Assessment in the Generative AI (GAI) Age	This course examines the evolving landscape of educational assessment in the age of generative AI (GAI). Rather than focusing on the technology itself, well critically analyze how GAI impacts assessment practices while upholding fundamental assessment principles. Well learn to design effective assessments that leverage GAI for personalized learning and feedback, while grounding ourselves in enduring assessment concepts. Well also investigate how GAI can uncover deeper insights from assessment data and facilitate self-directed learning. Using Selwyns socio-technical framework, we will problematise the context, looking into the limitations, and ethical considerations of GAI in assessment, emphasizing the enduring priorities in this rapidly changing times.	4
MML905	School-Based Curriculum Design for Malay Language Teaching	In the Malay Language Curriculum Pedagogy Review Committee Report (MLCPRC) 2005, among its recommendations were the need to have ML teachers identifying and nurturing their students to become the best that they can be in the learning of the language. The concept of Differentiated Instructions was also introduced to enhance and engage student learning. In 2010, the Mother Tongue Languages Review Committee submitted their recommendation indicating the need to make the teaching and learning of Mother Tongue Language more purposeful and dynamic to the needs of students and the changing demographic background of learners. Bearing these two policy reports in mind, and the Curriculum 2015 (C2015) in detailing broad-based and holistic curriculum as well as calling for finer customization of learning, there is a need for a course on school-based curriculum design (SBCD) for the teaching of ML. Also, the relevance of SBCD in Malay Language by taking into account the latest educational theories, approaches and challenges will also be examined. This course will help participants understand the concept of SBCD and how it can be implemented in the context of ML teaching and learning in Singapore schools. Participants will also be required to plan and analyze the effectiveness of an SBCD programme.	4
MML910	Bilingualism and Multilingualism	This course is aptly introduced due to the importance of bilingualism and multilingualism in Singapore and the world today. This course focuses on the study of bilingualism and multilingualism from the perspectives of the individual and society.	4

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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
MME916	Statistics and the Teaching of Statistics	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of statistics and its teaching: (1) build the participants knowledge of the mathematics subject matter; (2) provide participants with the knowledge and skills related to specific ideas in mathematics education.	4
MME917	Problem Solving and the Teaching of Problem Solving	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of mathematical problem solving and its teaching: (1) provide participants with the knowledge and skills related to specific ideas in mathematics education; (2) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom. In addition, the course also serves to develop the participants critical, reflective, and creative thinking when solving mathematics problems.	4
MME931	Contemporary Issues in Mathematics Education	This is a specialisation elective course for the MEd (Mathematics) programme that offers special topics in mathematics education. It contributes to one or more of the following programme objectives: (1) develop the participants competencies in conducting educational research; (2) provide participants with the knowledge and skills related to specific ideas in mathematics education; (3) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom; (4) develop the participants ability to relate the theoretical ideas in mathematics education to the authentic problems of practice faced by teachers in the classroom, or (5) develop the participants disposition of inquiry towards issues and topics in mathematics education. This course also serves to enhance the programme by tapping into the knowledge and expertise of researchers who are involved in cutting edge research in this field of study. This course may be structured in such a way that it is offered as an intensive course within a short period of about two weeks. As such, it is suitable for full-time students or students who need to take courses over a shorter period of time.	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

Course Code	Course Title	Description	Academic Unit
MUE901	Issues in Music Education	This course focuses on the historical, psychological and sociological foundations of teaching and learning music. The course also explores in depth current curricular thinking and issues in music education. By the end of the course, students should be able to: i) Articulate the historical underpinnings of music education in Singapore ii) Relate current thinking about the teaching and learning of music from an international perspective to the local context iii) Identify current issues within music education with theoretical and pedagogical understanding.	4
MUE903	Popular Culture and ICT in Music Education	This course consists of two main components. Firstly, it examines the development and practice of popular musics through practical sessions and critical review, and explores fundamental concepts and issues on their applications and implications in the music classroom. Secondly, it provides a theoretical basis for developing music curriculum and pedagogy for schools by examining ways in which ICT is used in music and music education. * Popular musics and their significance in music education. * Development of popular musics from its Anglo-American Roots; development of vernacular pop musics in Asia such as J pop, K pop, Bhagra, Mat-Rok and Canto-Mando pop. * Exploring musical genres: Rhythm Blues, Funk, Soul, Blues, Rock Roll, Rock, Fusion Rock, Heavy Metal and standard Top 40s pop and media music charts. * Learning to Perform in a real music setting; practical sessions on the basic techniques of various pop instruments. * Popular music pedagogical practices and their applications in the music classroom. * Theoretical survey of ICT applications and platforms and their practical applications in music teaching and learning.	4
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
MSC903	Science as Practice	* To provide more science education courses for participants to choose in the MEd programme * To strengthen the theory and practice nexus of science as practice in science teaching * To enable participants to make connections between the ideas of science as practice to other classroom practices	4
MSC908	STEM Education History, Policies, and Research Trends	This course provides an overview of the history of STEM education, including the emergence of STEM and STEM education in the US and its development in other regions, such as Europe and Asia. STEM education policies in selected countries, including Singapore, will be examined and discussed. Empirical studies will be analyzed and discussed to highlight trends in STEM education research. Differences in interpretation of STEM education will be highlighted in light of the STEM education policies and research discussed.	4
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

Course Code	Course Title	Description	Academic Unit
MSE901	Issues and Trends in Special Education	This introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build ones personal opinions or perhaps even question or change ones opinions about the education of children and adolescents with special needs. The course will provide participants with an understanding of special education in both international and local context, and highlight varied viewpoint relating to issues such as inclusion, accommodation of students with special needs, and the application of evidence-bases practices.	4
MSE901	Issues and Trends in Special Education	This introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build ones personal opinions or perhaps even question or change ones opinions about the education of children and adolescents with special needs. The course will provide participants with an understanding of special education in both international and local context, and highlight varied viewpoint relating to issues such as inclusion, accommodation of students with special needs, and the application of evidence-bases practices.	4
MSE911	Learning Disabilities	This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges.	4
MSE911	Learning Disabilities	This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges.	4
MSE912	Early Intervention	This course features a multi-disciplinary nature, which is crucial to transdisciplinary collaboration, a fundamental tenet within the early intervention of young children with disabilities as well as those at risk. A primary focus is the theoretical tenets, contextual elements in the practice of early intervention, and evidence-based intervention approaches. Participants will be guided through various formats of learning to be able to understand the history and theories of early intervention in the global literature, as well as to apply their understanding in the investigation of the contemporary early intervention programs, practices, policies, and future trends for development.	4
MSE916	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy for Educators	Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behaviouralinterventions for students. The goal of MTSS is tosystematically provide every child with the additional timeand support to learn at high level by improving the match between instructional provisions and students learningneeds through a continuum of learning support. This course will look specifically at identifying literacy and meeting these needs. Participants in the course will learnhow to address literacy problems for all students throughincreasingly differentiated and intensified literacyassessment and instruction. As this framework takes a systemic approach, it is relevant to school personnel at different levels: school leaders,Heads of Department, Allied Educators (Learning andBehavioural Support), Learning Support Coordinators and classroom teachers. Educators in mainstream as wellspecial schools will benefit from this course. In order to benefit from this course, participants are required to have basic knowledge of reading instruction.	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
MTL901	Tamil Curriculum, Materials including IT: Selection and Evaluation	This module will focus on Curriculum Creation, Development with the evidence of educational and psychological theories in Learning and Literacy development. The course will include current methods of Selection of goals of a Tamil Language Curriculum, related materials; evaluation of IT related materials and assessment. This module also includes evidence based research studies, Teaching and Learning theories, learning strategies and development of Language Skills based on Holistic Second Language Curriculum for Singapore.	4

Course Code	Course Title	Description	Academic Unit
MTL903	Tamil Language in Education	This module aims to strengthen students knowledge on teaching Tamil as a second language in Singapore. The bilingual policy in Singapore will also be covered in the course. The module will elaborate on Language Acquisition, Language Learning theories. Strategies and approaches on teaching Tamil language and developing the four language skills of students effectively will also be elaborated in this module.	4
MES900	Research Methods in Exercise and Sport Studies	This course will equip students with an overview of research methods relevant for exercise and sport studies. Topics covered include: approaches/perspectives in research methodologies, critical thinking, communication of research, ethics in research, quantitative methods, qualitative approaches, and advances in research methodologies. Primarily, students will learn about the implications of research methods through multiple mini-research projects. A mix of face-to-face interactions, online learning and group work is implemented in this module. By the end of the module, the student will be able to: Articulate what research methods is about comprehensively. Demonstrate critical thinking necessary for producing and consuming research. Produce prototypes of qualitative and quantitative research. Make an ethics application (IRB) Demonstrate grasp of contemporary issues in research methods.	4
MES901	Integrative Project	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. 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.	2
MES902	Adapted Physical Activity & Sports	Individuals with special needs, like everyone else, need to be involved in regular physical and sporting activities. They can, and should, be equipped with the necessary skills and knowledge to participate in modified and/or regular games and sporting events. This course introduces students to the area of adapted physical activity/education and to the diverse disability conditions affecting individuals. There will be opportunities for hands-on practical sessions to explore different adaptations (equipment, rules, and instructions) and types of adapted physical activities sports that can cater to the needs of individuals with special needs.	4
MES903	Applied Sport Psychology - Interventions and Evaluation	This course is designed to equip students with the knowledge and competency in developing sport psychological skills training programmes for performance enhancement of athletes. First, a theoretical basis for each psychological skill will be examined, followed by practical training in planning and implementing each psychological skill. Hands-on sessions will allow students to experience various type of psychological skills. Class discussions and literature reviews will further reinforce students competency in sport psychological interventions and explore possible approaches in implementing them in a sport setting. In addition, students will learn and conduct evaluation on the sport psychological skills training programme implemented. In this course, students will have opportunities to learn about the different measurement tools used in profiling athletes mental states, as well as ethical considerations and data interpretation as a part of research experience. A mix of face-to-face lectures and tutorials, online forums and group work is integrated in this course. Students will be holistically guided to translate theory into practice in this course.	4

Course Code	Course Title	Description	Academic Unit
MES912	Sports Injuries - Understanding, Prevention and Management	This course is intended to provide the participants with the fundamental knowledge and understanding of sports injuries. The content will also include the types, risk factors, mechanisms, preventive strategies and management approaches to commonly encountered sports injuries. To complete the loop, the course will also include general principles of rehabilitation and decision making criteria for return to sport. Apart from the theoretical aspects, the course will also include practical workshops like sports taping, kinesiotaping and sports massage. This course will also provide the students with the opportunity to understand the use of emerging technologies like Tensiomyography, NIRS and ultrasound imaging in injury prevention and management. Finally, approaches and strategies for injury prevention, epidemiological research and data analysis will be covered. The content delivery strategies will include face-to-face interactions, group-based work, team-based learning, use of 3D apps and softwares, and hands-on skill-based workshops to facilitate learning. The course will focus of applied learning through experiencing real-time injury cases to stimulate the theory-practice bridging of the knowledge acquired.	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
MLS924	Materials Chemistry	Materials chemistry involves studying the relationship between structures and properties of materials. The following important major materials will be discussed in-depth in this course: metals, ceramics, glass, polymers and composites. The structure, physicochemical property, application relationship of these materials will be discussed and highlighted in the context of material properties and structural elements. Cross-disciplinary aspects of materials chemistry will be emphasized throughout this course by linking other scientific disciplines such as nanotechnology, colloidal science, biomedicine and engineering. This course will be taught by a team of chemists with different backgrounds and students will benefit from the diverse range of topics and ideas presented.	4
MLS948	Molecular Spectroscopy	The course on Molecular Spectroscopy will provide the students with the theoretical knowledge and the experimental tools in understanding the properties of many different materials especially those used in clean energy technologies e.g. the materials used in solar cells and biofuels. In this course, the students will learn and use the techniques applied in molecular spectroscopy, and they are microwave, infrared, and Raman spectroscopies.	4
MLS952	Nanotechnology	This is an elective course that is designed for students to understand the physics, technology and applications of nanoscaled materials and devices. These include quantum confinements in 0, 1, 2 and 3 D systems, assembly and characterization of nanostructures, nanofabrication and application of various functional devices.	4
MLS962	Environmental Health and Toxicology	The study of the effect of pollution on natural ecosystems by examining biological responses at all organismal levels (molecular to whole organism) using biomarkers is an increasingly popular tool for managing environmental health by various governmental bodies. MSc (LS) Environmental Science candidates who take this course will have an opportunity to run laboratory experiments using known pollutants. Field sampling will be conducted to examine possible correlations with environmental contamination, allowing candidates to experience a direct application of ecotoxicology techniques as an environmental management tool. This experimental extension allows for a more rigorous assessment of a research-based course.	4

Course Code	Course Title	Description	Academic Unit
MLS964	Global Environmental Change and Vulnerable Ecosystems	Accelerated change in the environment on a global scale has been observed in the Anthropocene. The drivers of these global scale changes are attributed to human activities that relate to an unsustainable rate of development. Natural ecosystems (both terrestrial and aquatic) are impacted by environmental change, particularly when the scale and intensity of change exceeds the natural resilience and tolerance states of these ecosystems. It is important to be able to monitor and understand the impacts of environmental change to whole systems, especially vulnerable tropical ecosystems which largely support more than half of the earths human populations. This course aims to look at global environmental change and their impacts on vulnerable ecosystems from a scientific perspective, utilising state of the science technologies and newly developing knowledge. The course will be delivered as a practice-based field-orientated programme, which will have an overseas field component.	4
MLS971	Critical Inquiry (Environmental Biology)	This is a compulsory course offered to participants who are enrolled in the Critical Inquiry (CI) route. Participants in this course will acquire experimental skills/techniques specific to the Environmental Biology specialisation of the Life Science Programme. This field and lab-based course introduces current research approaches and methods employed by scientists in gathering data pertaining to plant and animal physiology, biochemistry and molecular biology, adaptations and behaviours. Participants will have the opportunity to conduct field experiments under the guidance of experts using field instrumentation and laboratory analyses. Techniques include plant physiology, ecotoxicology, chemical ecology, microbiology, molecular biology and pharmacognosy. Participants will also conduct field experiments and analyses of research data.	2
MSM901	Fundamentals of Postgraduate Mathematics	This course aims to bring you up to speed with regard to the fundamentals of postgraduatemathematics. It involves process skills such as reading mathematics texts and writing mathematicsreports, mathematical problem solving, and computational thinking via coding. It is anchored inadvanced 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 ofinfinity. 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 mathematicaltheory 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
MSM903	Algebra	This course in abstract algebra aims to introduce you to rings, groups, and possibly other algebraicstructures such as modules, and to present a range of examples to facilitate the understanding of theabstract theory so that you have a good grasp of the fundamental concepts in abstract algebra. Thiscourse is intended for educators, especially secondary and post-secondary school teachers, to help themto have an in-depth conceptual understanding of some topics in school mathematics such as numbersystems, polynomials, from an advanced and structural perspective of abstract algebraic systems. Thiscourse will also lay a foundation for students who plan to pursue a PhD in areas related to abstractalgebra.	4
MSM905	Data Science	This course is designed to introduce you the basics of data science methodology and let you be able toapply such methodology to real problems. This course is intended for educators, to empower them toperform data visualization, data preparation and prediction tasks. This course will also lay a foundationfor students who plan to pursue a PhD in areas related to data science/statistics.	4
MSM906	Discrete Mathematics	This course aims to expose mathematics educators to counting principles which will enhance theircontent knowledge of teaching permutations and combinations, as well as elementary probability.Additionally, this course introduces a useful branch of discrete mathematics called graph theory whichhas many applications in modelling real-life contexts. This course also lays a foundation for students who plan to pursue a PhD in the area of discrete mathematics.	4

Course Code	Course Title	Description	Academic Unit
MSL901	Foundations in Science of Learning	The Science of Learning (SoL) frontier draws upon a science-basedunderstanding of the effectiveness of educationmethods as well as develop new teaching and learningstrategies that can lead to actionable and scalableinterventions for enhanced learning outcomes.Rapid developments in neural and physiological imagingtechnologies afford opportunities for a science-basedunderstanding of the effectiveness of education methods aswell as develop innovative pedagogies and classroompractices to realise better learning outcomes of learners. With an evolving education landscape,there exists a needto contribute to the understanding of the principles andpractices that optimally support teaching and learningacross the llfe-long learning trajectory- from infant toadulthood, witha focus on enhancing learning acrossdiverse learner profiles e.g. (at-risk,mainstream) in Singapores classroom learning environment. This proposed course aims to address a keygap that exists inthe translation of scientific research evidence intopedagogical practice. Specifically, the course will provideparticipants with the necessary foundational, broad-basedunderstanding in philosophies and theories of the science oflearning that draws upon educational neuroscience work.Strong grounding of the theoretical basis for science oflearning will facilitate translation pathways of scientificresearch findings towards innovative learning designs andtechnological tools that are relevant and useful in currentlearning contexts.	4
MSL902	Science of Learning: Research Methods	As the name implies, the Science of Learning is reliant on the scientific method in studying how humans learn. In turn, the scientific method is the manifestation of modern science as we know if from Karl Popper, Thomas Kun and Paul Feuerabend. As a consequence, if one intends to practise the Science of Learning, one has to know how modern science is conceptualised in the form of research methods and operationalised by means of data-analytical techniques. In addition, since the Science of Learning is frequently associated with the application of neuroscientific methods, it seems appropriate to incorporate some educational neuroimaging techniques, such as functional near-infrared spectroscopy, in the standard repertoire of research methods. Finally, it is not sufficient to be only proficient in the application of research methods and statistical data analyses, but one should also be able to effectively communicate the procedures involved and the results obtained. Thus, academic report-writing is a vital skill every educational researcher should master.	4
MSL903	Learning Analytics for Science of Learning	Learning analytics is an emerging field of study that has been gathering broad interests in educational research and practices; recent research has harnessed the power of learning analytics to enhance understanding of learning processes. Learning analytics can be a game-changer that creates more effective learning environments by providing useful insights that help us to understand, visualize and predict learners performance, provide learners with personalized learning, and increase retention and success rates. As a relatively new field of study, there is no such course offered in NIE. Learning analytics can bolster the scientific bases of learning through making visible empirical evidences of learning. Hence it is timely to introduce this course as a new and relevant specialized elective for the MSc (Science of Learning) programme.	4

Course Code	Course Title	Description	Academic Unit
MSL904	Educational Neuroscience: Principles, Perspectives, Practices	Advances in imaging techniques, behavioural and psychological research enable the integration of disciplines that investigate human learning, opening up possibilities for the enhancement, update and eventually the reform of educational theories and practices. The field of educational neuroscience and its potential contributions to educational research is now more pronounced than before. Apart from shedding light on brain mechanisms that underpin cognitive and social learning development, research on brain science is also contributing towards neurobiological evidence-based interventions that are addressing educational concerns. These include issues such as i) early learning struggles and early intervention, ii) challenges that individual differences pose, iii) effectiveness of educational and treatment approaches to cognitive struggles and deficits, iv) widening possibilities that brain plasticity brings to normal (e.g. life-!ong learning) and more. Such a neuroscience and education convergence not only carry multiple implications for educational policy but at the same time, foregrounds the mutual benefits of the interaction between neurobiology and education, as education may also conceivably offer a naturalistic framework for research on the brain. This course is designed to follow the Foundations in Science of Learning course, and although it is not necessary to have taken this course previously, students will be expected to undertake some specified pre-reading.	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
MTC901	Nurturing Learners and Learning	In this course,participants will be introduced to: 1) The art and science of positive education to encourage and support students thriving and flourishing. Participants will be introduced to the concepts of flourishing and well-being and gain an overview of the principles of Positive Education and how it can help school communities to flourish. This course explores the benefits of Positive Education, the underlying research that guides teaching practice and interventions drawn from successful frameworks of social-emotional learning, mental health and positive psychology. Participants will have the opportunity to reflect on how the concepts in the domain areas of positivity, positive relationships, positive engagement and positive accomplishment can be nurtured and embedded in classroom and school contexts. 2) The science of positive psychology to encourage and support schools and individuals to flourish. Participants will be introduced to the concept of wellbeing and its constituent components, with specific focus on Character Strengths and Mindfulness. Hence, participants will have the opportunity to develop and practice the skills, knowledge and strategies needed to enhance their students, childrens or employees well-being, while developing their character strengths and mindfulness. 3) The concept of motivation and the various approaches to motivational studies, namely the behaviourist, humanistic, cognitivist and socio-cultural perspectives. They will explore the factors influencing learner motivation, and the reasons why some learners are more motivated than others. Finally, they will have the opportunity to develop and apply the skills, knowledge and strategies needed to enhance their students, childrens or employees motivation to learn.	4
MTC902	Designing Curriculum: Theory and Practice	A good understanding of the elements of curriculum and the complex factors and relationships that contribute to or otherwise influence curriculum design and enactment can provide educators with new insights into their relationship with curriculum and the roles they do and can play in curriculum design and enactment. This course expands participants understanding of curriculum beyond the narrow conception of curriculum as a plan that teachers simply deliver and invites them to use different conceptual tools and perspectives to examine their personal experiences with curriculum. In this way, the course helps participants to reconsider teachers agency and responsibilities in curriculum designing and enactment and bring about improvements in curriculum practice.	4

Course Code	Course Title	Description	Academic Unit
MTC905	Understanding and Developing Pedagogical Content Knowledge	Among the various aspects of teacher knowledge (e.g., content or subject matter knowledge, pedagogical knowledge, knowledge of students, instructional knowledge, knowledge on assessment, curriculum knowledge), pedagogical content knowledge (PCK) has been proposed to pull together these knowledges. Hence, its relevance to educators, especially teachers (or pedagogues) is of high importance. The need to be highly skilled in PCK become very salient in the context of the demands placed on professionals to bring about effective learning in learners in order to nurture competencies required for the future society and economy. In the context of the programme, this course will bring together the interconnections of learning of the four courses: curriculum designing, assessment for learning, and learning using technology. This course allows participants to understand the concepts of PCK, and identify and explore a topic within the curriculum that are of key interest and relevance in their respective subject disciplines. For each created topic, the constituent knowledge domains of curricular knowledge, knowledge of representations i.e. teaching strategies for teaching the topic, and knowledge of student conceptions and assessment will be included.	4
MTC906	Educational Inquiry into Teaching and Learning	A strong foundational knowledge of research methods is generally essential for all masters students doing research work even inquiring into specific areas such as teaching and learning. This course will sensitize and familiarize participants with the understanding of the research process and the key concepts, principles and techniques of both quantitative and qualitative research paradigms. Specifically, course participants will be introduced to the fundamental processes of research work (e.g. formulating research questions, literature review, designs and approaches, data collection, data analysis, and interpreting research data).	4
EDCT901	Inquiry into Curriculum and Teaching	The course aims at assisting doctoral students in developing a critical, broad, and well-informed understanding of the complexity and dynamic nature of curriculum, curriculum making, and classroom teaching and a capacity for conducting inquiry into complex curricular and pedagogical issues. At the end of the course, students are expected to: (1) become familiar with the major works, ideas, and terms in curriculum studies and related fields; (2) be able to relate research on curriculum and teaching to broad social, cultural, institutional, and political contexts, issues and concerns; (3) apply theories to critically analyze specific curricular and pedagogical issues and formulate defensible solutions; (4) develop abilities to read, analyze, and critique scholarly texts and ideas; and (5) develop abilities to produce academic writing.	4
EDEL901	Sociolinguistic Perspectives on the Classroom	This course seeks to examine language in its social context, including language use in multilingualcommunities, social reasons for language change, language planning, pidgin languages, linguisticvariation based on geography, social class, and gender, and issues in cross-culturalcommunication. It also considers the impact these concepts have on classrooms. Students whoare interested in how language impacts and in turn is influenced by society should take thiscourse. Sociolinguistic concepts and issues discussed in the course will broaden perspectives on the critical role language plays in various domains of society, like education.	4
EDEL902	Language and Literature Education	In this course, we seek to examine historically the disciplinary schism between English languageand English literature and explore socio-cultural, linguistic and textual theories advocating anintegrated approach to English language teaching. In the process, we aim to problematize thedichotomies between reading and writing, literacy and literariness, the functional andthe aesthetic. Aims 1. To provide students with a macro understanding of English in relation tohistorical and global developments. 2. To consider some of the key principles that have grounded English and how thediscipline 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.	4
EDEL903	Bilingualism and Biliteracy: Theory and Practice	* To provide a lens through which biliteracy and bilingualism can be documented and critically examined * To take up both broad questions and specific issues about becoming biliterate in a variety of classrooms and socio-cultural-linguistic domains * To locate biliteracy within a range of theoretical perspectives and approaches * The course is for MA students in the broad field of language acquisition and the more specific field of bilingualism and biliteracy. It can also benefit students of second language acquisition. * Students who take this course will find it useful for future teaching careers at both the school and college level.	4

Course Code	Course Title	Description	Academic Unit
EDEL906	Language Teaching Methodology	This course aims to examine the rationale and principles behind teacher- and learner-centred methodologies and critically assess their appropriateness for the local as well as international English language teaching contexts. In addition, the course aims to examine the influence of numerous factors (e.g., cognitive, affective, social and technological) that affect the way language teachers plan, deliver and evaluate language learning. Aims 1.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.Developacriticalunderstandingofapproachesandmethodsinlanguageteachingandexplore 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
EDLC901	Current and Emerging Theories and Practices in Leadership and Management	The course aims to enable learners to understand educational reforms and implications for educational leadership; explore current theories of educational leadership; examine critically existing practices and policies in teaching and learning and explore emerging practices of educational leadership and its implication for teaching and learning. This course is open to EdD students. The course provides foundational understanding of educational leadership theories and management that are relevant for their doctoral study.	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
EDLM901	Theory, Research and Practice in Teaching and Learning	This course on advanced educational psychology provides a detailed analysis of modern learning theories and practices as they relate to education. Historically, the field of educational psychology gained from a series of learning theories, including behaviorism, social cognitive theory, information processing, and constructivism. In this course, these theories are examined in depth and explored for their application to a variety of educational settings. The question, how do humans learn (best)? is at the heart of such theories, and participants are invited to construct and reconstruct their personal theories of learning throughout the course. However, modern day educational psychologists face questions that are considerably more varied and diverse than simply, what constitutes learning? Increasingly, they are concerned with a variety of topics, including knowledge building, the role of working memory, the importance of emotions and student well-being, encouraging innovation and critical thinking, incorporating learners with special needs, as well as engaging adult learners. In considering these topics, a common theme continues to be how psychological principles can illuminate processes of learning and This course thus considers how theory, research, and practice inform each other in order to improve the efforts of educators.	4

Course Code	Course Title	Description	Academic Unit
EDLM903	Advances in Early Childhood Education: Issues and Trends	This course will introduce participants to key current and historical issues and trends underpinning the developments of early childhood education (ECE). Participants will examine, discuss and reflect on on-going discourses, debates and controversies surrounding quality care and practices for young children from international as well as local perspectives. In particular, there will be opportunities to explore how ECE in the Singapore context can benefit from developments in the wider field, and yet stay relevant to its contextual demands. Participants will acquire deeper understanding and appreciation of these issues and trends through both instructor-directed and learner-centred investigation and activities. The course adopts a constructivist pedagogy in which learning takes place primarily through participation in critical discourses pertaining to the various topics, and through the process, to develop greater insights into how ECE has taken shape over the years and in different sociocultural contexts. Participants are expected to select readings, lead discussions, develop their own viewpoints, frame arguments, and guide their own and the class learning experiences.	4
EDLM904	Advances in Special Education: Issues and Trends	Disability and special education come with topics that bring with it ambiguities, debates,controversies and emotions. In seeking to navigate through these topics, this introductorycourse is designed to provide an overview of the issues and trends in the field of special education.The challenge for participants is to sift through competing information and arguments to build onespersonal opinions or perhaps even question or change ones opinions about the education ofchildren and adolescents with special needs. The course will provide participants with an understanding of special education in both international and local contexts and highlight variedviewpoints relating to issues such as inclusion, accommodation of students with special needs, andthe application of evidence-based practices.	4
EDTM901	Trends and Issues in the Use of ICT in Education	The use of ICT will continue to be a prominent feature of education in Singapore as well as globally. This course will help EdD students identify current trends in the use of ICT in education. It will also develop their ability to critically interrogate the application of educational technology in schools and institutes of higher learning, isolate important socio-technical issues, and frame desirable futures with technology. The course aims to provide students with a deep understanding of current trends and issues in the use of ICT for the purpose of advancing human learning. It is intended to be personally transformative, and it will help graduate students envision productive uses of technology for educational practice oriented toward social good.	4
EDVP921	Issues in Music Education	This course introduces a study on the historical, sociological and philosophical foundations of teaching and learning music from Singapore and global perspectives. The course also explores in depth current curricular thinking and issues in music education.	4
NEDD901	Literature Review Methods	This course is designed to help beginning doctoral students participants retrieve, analyse andsynthesise the literature for their respective research, thereby establishing the significance oftheir 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 scholarlyidentities 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 respectiveproposals, in addition to completing literature reviews to develop different sections of theirdissertations.	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

Course Code	Course Title	Description	Academic Unit
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
NEDD904	Academic Reading and Writing for Education	The aim of this course in academic reading and writing for education is to help you to develop your reading and writing of English to meet the discourse demands of doctoral study. Another crucial aim is to encourage you to self-evaluate and reflect on the processes of your learning to assist you in adopting an ethical standpoint as researcher, reader, and writer. As a writer on the course, you will learn how to write coherently, clearly, and precisely in an academic register suited to research in education. You will become aware of how choices you make in grammar and vocabulary are significant not only in terms of accuracy but also in contributing to the logic of argumentation and in positioning your opinions and the research of others in paragraphs and complete texts. As a reader on the course, you will learn how to read to survey large quantities of materials to gather and process information. Through focused reading you will become aware of the genre and linguistic conventions of academic discourse and have the opportunity to reflect on how writers achieve their aims and address their readers. Additionally, you will develop deep reading capacities which will allow you to read critically to judge the credibility and worth of data. You will also learn how to apply digital and media technologies to assist you in researching and presenting evidence and data in appropriate and accessible forms. In sum, the course aims to increase your knowledge and awareness of the academic register of education and offer opportunities for you to develop fluency and flexibility in handling it. Thus, this course provides you with the linguistic foundation for your doctoral studies, useful for your research, your coursework, and your dissertation.	4