GRADUATE PROGRAMMES JANUARY 2026 SEMESTER

Last Update: 16 December 2025

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Online Course Registration:
Current Students
22 Dec 2025 (9am) to 26 Dec 2025 (5pm)

New Students
23 Dec 2025 (9am) to 26 Dec 2025 (5pm)

Add/Drop Period:
09 Jan 2026 (9am) to 23 Jan 2026 (5pm)

^ Please refer to the "Jan 2026 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 Arts (Applied Linguistics)	MAE900	Research Methodology in Applied Linguistics	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 17:30 - 20:30	NIE3-01-TR301	(Coordinator) Assoc Prof Vahid Aryadoust, vahid.aryadoust@nie.edu.sg/ Dr Sun Baoqi, baoqi.sun@nie.edu.sg	MAAL students	MAAL students	
Master of Arts (Applied Linguistics)	MAE900	Research Methodology in Applied Linguistics	4	Tutorial Group 2	**25**	12-Jan-26	Monday, 17:30 - 20:30	NIE3-01-TR302	(Coordinator) Assoc Prof Vahid Aryadoust, vahid.aryadoust@nie.edu.sg/ Dr Sun Baoqi, baoqi.sun@nie.edu.sg	MAAL students	MAAL students	
Master of Arts (Applied Linguistics)	MAE901	Discourse Studies	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 17:30 - 20:30	NIE3-01-TR309	Assoc Prof Victor Lim Fei, victor.lim@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Applied Linguistics)	MAE902	Language Acquisition Studies	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Asst Prof Jasper Sim Hong, jasper.sim@nie.edu.sg/ Dr Willy Ardian Renandya, willy.renandya@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Applied Linguistics)	MAE903	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	**25**	16-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR307	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	Graduate students	Graduate students	**Scheduled together with EDEL901**
Master of Arts (Applied Linguistics)	MAE904	Language Teaching Methodology	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR310	Prof Icy Lee, icy.lee@nie.edu.sg	Graduate students	Graduate students	**Scheduled together with EDEL906**
Master of Arts (Applied Linguistics)	MAE907	Oracy Development and Research	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE5-01-04 (Seminar Room)	(Coordinator) Dr Kiren Kaur d/o Ratan Singh, kiren.kaur@nie.edu.sg/ Prof Christine C. M. Goh, christine.goh@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Applied Linguistics)	MAE908	Research in Teaching Written Discourse	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE7-01-LT2	Assoc Prof Cheung Yin Ling, yinling.cheung@nie.edu.sg	Graduate students	Graduate students	
Master of Arts (Applied Linguistics)	MAE918	Bilingualism and Biliteracy: Theory and Practice	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE3-01-TR310	Assoc Prof Viniti Vaish, viniti.vaish@nie.edu.sg	Graduate students	Graduate students	**Scheduled together with EDEL903**
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 1	**27**	16-Jan-26	Friday, 13:30 - 15:30	NIE3-01-TR305	Dr Guo Libo, libo.guo@nie.edu.sg	MAAL students	MAAL students	
Master of Arts (Applied Linguistics)	MAE990	Integrative Project	2	Tutorial Group 2	**26**	16-Jan-26	Friday, 18:00 - 20:00	NIE3-01-TR306	(Coordinator) Dr Guo Libo, libo.guo@nie.edu.sg/ Dr Willy Ardian Renandya, willy.renandya@nie.edu.sg	MAAL students	MAAL students	
Master of Arts (Applied Psychology)	MAP810	Psychological Assessment	3	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE7-01-TR719	(Coordinator) Asst Prof Dutt Anuradha Salil Kumar, anuradha.dutt@nie.edu.sg/ Dr Chua Sook Ning, sookning.chua@nie.edu.sg	MAAP students - Jan 2026 intake	MAAP students - Jan 2026 intake	
Master of Arts (Applied Psychology)	MAP819	Psychological Disorders Across the Life Span	3	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE7-01-TR721	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg	MAAP students - Jan 2026 intake	MAAP students - Jan 2026 intake	
Master of Arts (Applied Psychology)	MAP901	Ethical and Legal Issues in Psychological Practice and Research in Singapore	3	Tutorial Group 1	**25**	15-Jan-26	Individual arrangements	NIE2-01-TR215 NIE3-01-TR308	(Coordinator) Asst Prof Yong Ming Lee, minglee.yong@nie.edu.sg/ Dr Lim Kok Kwang, kokkwang.lim@nie.edu.sg	MAAP students - Jan 2025 intake	MAAP students - Jan 2025 intake	

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Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Arts (Applied Psychology)	MAP902	Research Methods and Statistics in Applied Psychology	4	Tutorial Group 1	**28**	14-Jan-26	Wednesday, 17:00 -20:00	NIE2-02-05 (Education Computing Lab 4)	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MAAP students - Jan 2025 intake - Jan 2026 Intake	MAAP students - Jan 2025 intake - Jan 2026 Intake	
Master of Arts (Applied Psychology)	MCP815	Family and Marital Counselling	3	Tutorial Group 1	**10**	13-Jan-26	Tuesday, 14:00 - 17:00	NIE2-01-TR216	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/ Dr Chua Wei Bin, weibin.chua@nie.edu.sg	MAAP students - Jan 2025 intake	MAAP students - Jan 2025 intake	**Cross-listed with MAC820**
Master of Arts (Applied Psychology)	MCP821	Cognitive-Behavioural Management and Interventions	3	Tutorial Group 1	**12**	12-Jan-26	Monday, 18:00 - 21:00	NIE2-01-TR216	(Coordinator) Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg/ Miss Ang Amanda, amanda.ang@nie.edu.sg	MAAP CP students - Jan 2024 intake - Jan 2025 intake	MAAP CP students - Jan 2024 intake - Jan 2025 intake	
Master of Arts (Applied Psychology)	MCP822	Introduction to Play Therapy	3	Tutorial Group 1	**3**	13-Jan-26	Tuesday, 18:00-21:00	NIE2-B1-09 (Piaget Room), NIE2-B1-14 (Seminar Room)	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg/	MAAP CP students - Jan 2024 intake	MAAP CP students - Jan 2024 intake	**Cross-listed with MAC824**
Master of Arts (Applied Psychology)	MCP832	Practicum in Counselling Psychology I	6	Tutorial Group 1	**4**	19-Jan-26	Monday, 14:00-17:00	NWC Room 5	Dr Kit Phey Ling, pheyling.kit@nie.edu.sg	MAAP CP students - Jan 2023 intake - Jan 2024 intake	MAAP CP students - Jan 2023 intake - Jan 2024 intake	**Scheduled together with MCP833 & MCP932**
Master of Arts (Applied Psychology)	MCP833	Practicum in Counselling Psychology II	6	Tutorial Group 1	**11**	19-Jan-26	Monday, 14:00-17:00	NWC Room 5	Dr Kit Phey Ling, pheyling.kit@nie.edu.sg	MAAP CP students - Jan 2023 intake - Jan 2024 intake	MAAP CP students - Jan 2023 intake - Jan 2024 intake	**Scheduled together with MCP832 & MCP932**
Master of Arts (Applied Psychology)	MCP900	Mental Health Assessment for Counselling Psychologists	1	Tutorial Group 1	**25**	15-Jan-26	Thursday, 10:00-17:30	NIE2-01-TR214	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Dr Wong Mei Yin, meiyin.wong@nie.edu.sg	MAAP CP students - Jan 2025 intake	MAAP CP students - Jan 2025 intake	
Master of Arts (Applied Psychology)	MCP931	Practicum in Counselling Psychology I @ Workplace	9	Tutorial Group 1	**9**	23-Feb-26	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 CP students - Jan 2026 intake	MAAP CP students - Jan 2026 intake	
Master of Arts (Applied Psychology)	MCP932	Practicum in Counselling Psychology II	9	Tutorial Group 1	**8**	02-Feb-26	Monday, 14:00 - 17:00	NWC Room 5	Dr Kit Phey Ling, pheyling.kit@nie.edu.sg	MAAP CP students - Jan 2025 intake	MAAP CP students - Jan 2025 intake	**Scheduled together with MCP832 & MCP833**
Master of Arts (Applied Psychology)	MEP824	Multi-Tiered System of Support (MTSS) to Build Success in Literacy	3	Tutorial Group 1	**16**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR306	Dr Tan Chee Soon, cheesoon.tan@nie.edu.sg	MAAP EP students - Jan 2025 intake	MAAP EP students - Jan 2025 intake	**Scheduled together with MSE916**
Master of Arts (Applied Psychology)	MEP833	Practicum in Educational Psychology II	6	Tutorial Group 1	**16**	14-Jan-26	Individual arrangements	Individual arrangements	Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg	MAAP EP students - Jan 2024 intake	MAAP EP students - Jan 2024 intake	
Master of Arts (Applied Psychology)	MEP931	Practicum in Educational Psychology I @ Workplace	9	Tutorial Group 1	**8**	13-Jan-26	Tuesday, 14:00 - 17:00	NIE2-01-TR213	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Dr Chew Yee See Chelsea, chelsea.chew@nie.edu.sg	MAAP EP students - Jan 2026 intake	MAAP EP students - Jan 2026 intake	
Master of Arts (Applied Psychology)	MEP931	Practicum in Educational Psychology I @ Workplace	9	Tutorial Group 2	**8**	13-Jan-26	Tuesday, 14:00 - 17:00	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 EP students - Jan 2026 intake	MAAP EP students - Jan 2026 intake	
Master of Arts (Applied Psychology)	MEP932	Practicum in Educational Psychology II	9	Tutorial Group 1	**7**	14-Jan-26	Wednesday, 14:00 - 17:00	NIE2-01-TR213	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg	MAAP EP students - Jan 2025 intake	MAAP EP students - Jan 2025 intake	

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Master of Arts (Applied Psychology)	MEP932	Practicum in Educational Psychology II	9	Tutorial Group 2	**7**	14-Jan-26	Wednesday, 14:00 - 17:00	NIE2-01-TR214	(Coordinator) Asst Prof Nah Yong Hwee, yonghwee.nah@nie.edu.sg/ Assoc Prof Yeo Lay See, laysee.yeo@nie.edu.sg	MAAP EP students - Jan 2025 intake	MAAP EP students - Jan 2025 intake	
Master of Arts (Counselling and Guidance)	MAC811	Multicultural Counselling	3	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:00 - 21:00	NIE2-01-TR215	Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC815	Advanced Counselling and Interviewing Skills	3	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-TR216	(Coordinator) Asst Prof Jacqueline Lee Tilley/ Dr Amanda Ang, amanda.ang@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC816	Group Process and Counselling	3	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE7-01-TR714 / NWC Room 5	(Coordinator) Dr Kit Phey Ling, pheyling.kit@nie.edu.sg/ Miss Ang Amanda, amanda.ang@nie.edu.sg/ Mr Boh Boon Tiong, boontiong.boh@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC817	Psychopathology and Appraisal	3	Tutorial Group 1	**25**	12-Jan-26	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**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-TR215	(Coordinator) Dr Tan Soo Yin, sooyin.tan@nie.edu.sg/ 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	**15**	13-Jan-26	Tuesday, 14:00 - 17:00	NIE2-01-TR216	(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	**12**	13-Jan-26	Tuesday, 18:00-21:00	NIE2-B1-09 (Piaget Room), NIE2-B1-14 (Seminar Room)	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg	MACG students	MACG students	**Cross-listed with MCP822**
Master of Arts (Counselling and Guidance)	MAC830	Practicum I	3	Tutorial Group 1	**25**	16-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR301	(Coordinator) Dr Lee Boon Ooi, boonooi.lee@nie.edu.sg / Gerald Boh, boontiong.boh@nie.edu.sg	MACG students	MACG students	
Master of Arts (Counselling and Guidance)	MAC831	Practicum II	3	Tutorial Group 1	**25**	15-Jan-26	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, isabelle.gaffney@nie.edu.sg	MACG students	MACG students	
Master of Arts (Educational Leadership)	MAEL900	Educational Research: Methods & Applications	4	Tutorial Group 1	**25**	16-Jan-26	Friday, 18:00 - 21:00	NIE7-01-TR710	Assoc Prof Goh Wee Pin, Jonathan, jonathan.goh@nie.edu.sg	MAEL students	Graduate students	
Master of Arts (Educational Leadership)	MAEL901	Theories & Perspectives of Educational Leadership	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE7-01-TR711	(Coordinator) Assoc Prof Hairon Salleh, hairon.salleh@nie.edu.sg/ Dr Wong Yew Leong, yewleong.wong@nie.edu.sg	MAEL students	Graduate students	
Master of Arts (Educational Leadership)	MAEL910	Ethics & Leadership for Educators	4	Tutorial Group 1	**15**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-01-LT7	(Coordinator) Assoc Prof Goh Wee Pin, Jonathan, jonathan.goh@nie.edu.sg/ Dr Alfred Pang Kah Meng, alfred.pang@nie.edu.sg	MAEL students	Graduate students	**Scheduled together with MEM908**
Master of Arts (Educational Leadership)	MAEL941	Leading Professional Learning Communities	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-LT7	Assoc Prof Hairon Salleh, hairon.salleh@nie.edu.sg	MAEL students	Graduate students	

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Master of Arts (Instructional Design and Technology)	MID901	Instructional Design Models and Practices	4	Tutorial Group 1	**20**	12-Jan-26	Monday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg	MAIDT students	MAIDT students	
Master of Arts (Instructional Design and Technology)	MID906	Training Methods and Strategies	4	Tutorial Group 1	**14**	14-Jan-26	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)	MID941	Evaluation Models and Methods	4	Tutorial Group 1	**15**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Prof Chen Wenli, wenli.chen@nie.edu.sg	MAIDT students	MAIDT students	**Cross-listed with MTD912**
Master of Arts (Instructional Design and Technology)	MID942	Multimedia Design	4	Tutorial Group 1	**15**	15-Jan-26	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg	MAIDT students	Graduate students	**Cross-listed with MTD910**
Master of Arts (Instructional Design and Technology)	MID945	Capstone Project for Instructional Design	4	Tutorial Group 1	**9**	16-Jan-26	Friday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD) NIE2-02-05 (Education Computing Lab 4) NIE2-02-04 (LSA ECL5 - BYOD)	(Coordinator) Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg/ Asst Prof Zhu Gaoxia, gaoxia.zhu@nie.edu.sg	MAIDT graduating students	MAIDT graduating students	**16-Jan-2026 (Friday)** **20-Mar-2026 (Friday)** **10-Apr-2026 (Friday)**
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 13:30 - 16:30	NIE3-01-TR309	Dr Luo Qingming, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL901	Language Code: Theory and Practice	4	Tutorial Group 2	**25**	14-Jan-26	Wednesday, 14:30 - 17:30	NIE3-01-TR309	Dr Luo Qingming, qingming.luo@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 09:30 - 12:30	NIE3-01-TR310	Dr Xu Feng, feng.xu@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL902	Vocabulary and Grammar: Theory and Practice	4	Tutorial Group 2	**25**	15-Jan-26	Thursday, 09:30 - 12:30	NIE3-01-TR310	Dr Xu Feng, feng.xu@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 09:30 - 12:30	NIE3-01-TR307	Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL903	Chinese-English Contrastive Analysis & Its Application	4	Tutorial Group 2	**25**	12-Jan-26	Monday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg/ Mr Shi Zhili, zhili.shi@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 13:30 - 16:30	NIE3-01-TR302	Ms Ng Keow Eng, keoweng.ng@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL904	Teaching of Listening & Speaking Skills in TCIL	4	Tutorial Group 2	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Ms Ng Keow Eng, keoweng.ng@nie.edu.sg/ Mdm Lim Tiew Ling, tiewling.lim@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 14:30 - 17:30	NIE3-01-TR322	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL905	Teaching of Reading And Writing Skills In TCIL	4	Tutorial Group 2	**25**	16-Jan-26	Friday, 13:30 - 16:30	NIE3-01-TR302	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Tan Ah Hong, ahhong.tan@nie.edu.sg	MATCIL students	MATCIL students	

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Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 09:30 - 12:30	NIE3-01-TR302	Dr Wong Lung Hsiang, lunghsiang.wong@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL906	Application of Information Technology in TCIL	4	Tutorial Group 2	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE3-01-TR302	Dr Wong Lung Hsiang, lunghsiang.wong@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 13:30 - 16:30	NIE3-01-TR315	Dr Chan Kwong Tung, kwongtung.chan@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL907	Language Testing & Assessment in TCIL	4	Tutorial Group 2	**25**	16-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR315	(Coordinator) Dr Chan Kwong Tung, kwongtung.chan@nie.edu.sg/ Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR309	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mdm Wang Yanyan, yanyan.wang@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL908	Analysis & Development of Instructional Materials for TCIL	4	Tutorial Group 2	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE3-01-TR309	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Dr Du Xin, xin.du@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL909	Global Chinese and Contemporary China	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 13:30 - 16:30	NIE3-01-TR307	Dr Neo Peng Fu, pengfu.neo@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL910	Critical Inquiry in TCIL	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 09:30 - 12:30	NIE3-01-TR303	Assoc Prof Sun He, he.sun@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 1	**25**	16-Jan-26	Friday, 09:30 - 12:30	NIE3-01-TR508	(Coordinator) Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg/ Dr Robbie Lee Sabnani, robbie.sabnani@nie.edu.sg/ Ms Nicola Helen Green, nicola.green@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL911	Professional English for TCIL Instructors	4	Tutorial Group 2	**25**	15-Jan-26	Thursday, 09:30 - 12:30	NIE3-01-TR315	(Coordinator) Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg/ Dr Robbie Lee Sabnani, robbie.sabnani@nie.edu.sg/ Ms Nicola Helen Green, nicola.green@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL912	Early Childhood Education in TCIL: Theory and Practice	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:00 - 21:00	NIE3-01-TR322	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Ms Jiang Yingying, yingying.jiang@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL912	Early Childhood Education in TCIL: Theory and Practice	4	Tutorial Group 2	**25**	16-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR322	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Ms Jiang Yingying, yingying.jiang@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:00 - 21:00	NIE5-01-TR506	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mr Chen Liangcai, yaoyu.chen@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts (Teaching Chinese as an International Language)	MTCL913	Chinese Language Education for International Schools	4	Tutorial Group 2	**25**	16-Jan-26	Friday, 18:00 - 21:00	NIE5-01-TR504	(Coordinator) Assoc Prof Li Jia, jia.li@nie.edu.sg/ Mr Ni Yongkai, yongkai.ni@nie.edu.sg	MATCIL students	MATCIL students	
Master of Arts in Educational Management	MCT902	Crafting the Curriculum	4	Tutorial Group 1	**48**	12-Jan-26	Monday, 18:00 - 21:00	NIE5-01-04 (Seminar Room) NIE5-01-TR501	(Coordinator) Dr Teo Juin Ee, juinee.teo@nie.edu.sg/ Mr Lai Shang-Yi Jason Matthew, jason.lai@nie.edu.sg	MED (C&T) students MAEM students	MED (C&T) students MAEM students	

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Master of Arts in Educational Management	MCT911	Curriculum Implementation and Educational Change: Concepts and Issues	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR301	Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg	MED (C&T) students MAEM students	Graduate students. Please write to course coordinator.	
Master of Arts in Educational Management	MCT935	New Media and 21st Century Learning	4	Tutorial Group 1	**23**	15-Jan-26	Thursday, 18:00 - 21:00	NIE3-01-TR301	Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg	MED (C&T) students MAEM students	Graduate students. Please write to course coordinator.	
Master of Arts in Educational Management	MEM908	Ethics and Leadership for Educators	4	Tutorial Group 1	**15**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-01-LT7	(Coordinator) Assoc Prof Goh Wee Pin, Jonathan, jonathan.goh@nie.edu.sg/ Dr Alfred Pang Kah Meng, alfred.pang@nie.edu.sg	MAEM students	TBA	**Scheduled together with MAEL910**
Master of Arts in Educational Management	MEM919	Understanding and Supporting Teacher Resilience	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	TBA	Assoc Prof Fang Yanping, yanping.fang@nie.edu.sg	MAEM students	TBA	
Master of Arts in Educational Management	MEM932	Critical Inquiry	2	Tutorial Group 1	**10**	15-Jan-26	Thursday, 17:30 - 19:30	NIE2-01-TR208	Dr Wu Pinhui Sandra, sandra.wu@nie.edu.sg	MAEM students	TBA	
Master of Arts in Humanities Education	MAS919	GIS and Geospatial Learning in Sustainability	4	Tutorial Group 1	**20**	15-Jan-26	Thursday, 17:30 - 20:30	NIE3-02-24 (GIAS Lab)	(Coordinator) Assoc Prof Simon Creak, simon.creak@nie.edu.sg/ Assoc Prof Edward Park, edward.park@nie.edu.sg	Graduate students	Graduate students	
Master of Arts in Humanities Education	MAS940	Curriculum Leadership in Social Studies	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 17:30 - 20:30	NIE3-02-31 (Social Studies Learning Lab)	(Coordinator) Assoc Prof Simon Creak, simon.creak@nie.edu.sg/ Dr Chee Min Fui, minfui.chee@nie.edu.sg	Graduate students	Graduate students	**Scheduled together with EDHS902**
Master of Arts in Humanities Education	MAS951	Global History of Development	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 17:30 - 20:30	NIE3-02-31 (Social Studies Learning Lab)	(Coordinator) Assoc Prof Simon Creak, simon.creak@nie.edu.sg/ Asst Prof Elisa Prosperetti, elisa.prosperetti@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**	14-Jan-26	Wednesday, 18:00 - 20:00	NIE3-02-31 (Social Studies Learning Lab)	(Coordinator) Assoc Prof Simon Creak, simon.creak@nie.edu.sg/ Assoc 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**	16-Jan-26	Friday, 18:00 - 21:00	NIE2-01-TR206	(Coordinator) Asst Prof Li Qiujie, qiujie.li@nie.edu.sg/ Asst Prof Wen Yun, yun.wen@nie.edu.sg/ Dr Koh Ruilin, Elizabeth, elizabeth.koh@nie.edu.sg	MAPE students in their last semester	MAPE students in their last semester	**16-Jan-2026 (Friday)** **20-Mar-2026 (Friday)** **10-Apr-2026 (Friday)**
Master of Arts in Professional Education (Training and Development)	MTD902	Foundations of Learning and Instruction	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:00 - 21:00	NIE3-01-TR309	(Coordinator) Asst Prof Zhu Gaoxia, gaoxia.zhu@nie.edu.sg/ Asst Prof Li Qiujie, qiujie.li@nie.edu.sg	MAPE students	Graduate students	
Master of Arts in Professional Education (Training and Development)	MTD908	Training Methods and Strategies	4	Tutorial Group 1	**14**	14-Jan-26	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	**13**	15-Jan-26	Thursday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Quek Choon Lang, Gwendoline, choonlang.quek@nie.edu.sg	MAPE students	Graduate students	**Cross-listed with MID942**

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Master of Arts in Professional Education (Training and Development)	MTD912	Programme Evaluation Models and Methods	4	Tutorial Group 1	**13**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-02-10 (Education Computing Lab 1)	Prof Chen Wenli, wenli.chen@nie.edu.sg	MAPE students	Graduate students	**Cross-listed with MID941**
Master of Arts in Professional Education (Training and Development)	MTD913	Teaching and Learning in Higher Education	4	Tutorial Group 1	**2**	16-Jan-26	Friday, 14:00 - 17:00	NTU Venue	Asst Prof Li Qiujie, qiujie.li@nie.edu.sg	MAPE students	MAPE students	
Master of Education (Art)	MEA902	Visual Arts and Creativity	4	Lecture Group 1	**25**	12-Jan-26	Monday, 17:30 - 20:30	NIE3-B1-05 (Design Studio)	Dr Low Joo Hong, joohong.low@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Art)	MEA904	Art Making and Aesthetic Enquiry	4	Lecture Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE3-B3-01 (Sculpture Studio)	(Coordinator) Asst Prof Agnieszka Chalas, agnieszka.chalas@nie.edu.sg/ Mr Vincent Twardzik Ching, vincent.ching@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Art)	MED900	Educational Inquiry	4	Tutorial Group 1	**30**	15-Jan-26	Thursday, 17:30-20:30	NIE3-B1-05 (Design Studio)	Asst Prof Agnieszka Chalas, agnieszka.chalas@nie.edu.sg	MED (Art) students MED (Music) students	MED (Art) students MED (Music) students	
Master of Education (Chinese Language)	MCL901	Language Planning and Language Education	4	Tutorial Group 1	**30**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE3-01-TR303	Assoc Prof Wang Xiaomei, xiaomei.wang@nie.edu.sg	MED (CL) students	Graduate student	
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**	15-Jan-26	Thursday, 18:00 - 21:00	NIE3-01-TR306	(Coordinator) Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg/ Mdm Lim Tiew Ling, tiewling.lim@nie.edu.sg	MED (CL) students	Graduate student	
Master of Education (Chinese Language)	MCL904	Chinese Literature and Culture and Its teaching	4	Tutorial Group 1	**30**	12-Jan-26	Monday, 18:00 - 21:00	NIE3-01-TR303	(Coordinator) Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg	MED (CL) students	Graduate student	
Master of Education (Chinese Language)	MCL906	Chinese Educational Linguistics	4	Tutorial Group 1	**30**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR307	(Coordinator) Asst Prof Zhan Fangqiong, fangqiong.zhan@nie.edu.sg	MED (CL) students	Graduate student	
Master of Education (Chinese Language)	MED900	Educational Inquiry	4	Tutorial Group 2	**30**	16-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR303	(Coordinator) Dr Lee Shu Shing, shushing.lee@nie.edu.sg/ Dr Yang Yang, yang.yang@nie.edu.sg/ Dr Yue Yu, yue.yu@nie.edu.sg	MED (CL) students MED (ML) students MED (TL) students	MED (CL) students MED (ML) students MED (TL) students	
Master of Education (Curriculum and Teaching)	MCT901	Curriculum: Theories and Issues	4	Tutorial Group 1	**50**	13-Jan-26	Tuesday, 17:30 - 20:30	NIE2-01-TR207 NIE3-01-TR303	(Coordinator) Assoc Prof Lim Tze-Wei Leonel, leonel.lim@nie.edu.sg/ Dr Tan Lip Thye, Michael, michael.tan@nie.edu.sg	MED (C&T) students	MED (C&T) students	**Scheduled together with EDCT901**
Master of Education (Curriculum and Teaching)	MCT902	Crafting the Curriculum	4	Tutorial Group 1	**48**	12-Jan-26	Monday, 18:00 - 21:00	NIE5-01-04 (Seminar Room) NIE5-01-TR501	(Coordinator) Dr Teo Juin Ee, juinee.teo@nie.edu.sg/ Mr Lai Shang-Yi Jason Matthew, jason.lai@nie.edu.sg	MED (C&T) students MAEM students	MED (C&T) students MAEM students	
Master of Education (Curriculum and Teaching)	MCT903	Assessment in Education and Learning: Theories, Tensions and Issues	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Dr Niles Yan Zhao, yan.zhao@nie.edu.sg	MED (C&T) students	MED (C&T) students	**Scheduled together with MAX902**
Master of Education (Curriculum and Teaching)	MCT904	Understanding Teachers and Teaching: Theory and Practice	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:00 - 21:00	NIE2-01-TR207	Assoc Prof Jiang Heng, heng.jiang@nie.edu.sg	MED (C&T) students	Graduate students. Please write to course coordinator.	
Master of Education (Curriculum and Teaching)	MCT905	Theories and Perspectives on Learning	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-TR207	Dr Lim Tong Li, Christina, christina.ratnam@nie.edu.sg	MED (C&T) students	Graduate students. Please write to course coordinator.	

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Master of Education (Curriculum and Teaching)	MCT911	Curriculum Implementation and Educational Change: Concepts and Issues	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR301	Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg	MED (C&T) students MAEM students	Graduate students. Please write to course coordinator.	
Master of Education (Curriculum and Teaching)	MCT912	Curriculum and Programme Evaluation	4	Tutorial Group 1	**22**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR304	Asst Prof Chang Wen-Chia, wenchia.chang@nie.edu.sg	MED (C&T) students	Graduate students. Please write to course coordinator.	
Master of Education (Curriculum and Teaching)	MCT925	Assessment in School, for Society: Standards, Fairness, and Inclusiveness	4	Tutorial Group 1	**13**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Assoc Prof Tan Heng Kiat, Kelvin, kelvin.tan@nie.edu.sg/ Dr Niles Yan Zhao, yan.zhao@nie.edu.sg	MED(C&T) students	MED (C&T) students	**Cross-listed with MAX923**
Master of Education (Curriculum and Teaching)	MCT935	New Media and 21st Century Learning	4	Tutorial Group 1	**23**	15-Jan-26	Thursday, 18:00 - 21:00	NIE3-01-TR301	Dr Mardiana Bte Abu Bakar, mardiana.abubakar@nie.edu.sg	MED (C&T) students MAEM students	Graduate students. Please write to course coordinator.	
Master of Education (Curriculum and Teaching)	MED900	Educational Inquiry	4	Tutorial Group 3	**40**	15-Jan-26	Thursday, 18:00 - 21:00	NIE2-01-TR207	Asst/P Park Sei Joon	MED (C&T) students	MED (C&T) students	
Master of Education (Curriculum and Teaching)	MED902	Integrative Project	2	Tutorial Group 3	**36**	16-Jan-26	Friday, 17:30 - 19:30	NIE2-01-TR213 NIE2-01-TR214 NIE2-01-TR215 NIE2-01-TR216	(Coordinator) Assoc Prof Lim Tze-Wei Leonel, leonel.lim@nie.edu.sg/ Assoc Prof Fang Yanping, yanping.fang@nie.edu.sg/ Assoc Prof Heng, Mary Anne, maryanne.heng@nie.edu.sg/ Dr Nur Diyanah Binte Anwar, diyanah.anwar@nie.edu.sg	MED (C&T) students	MED (C&T) students	
Master of Education (Developmental Psychology)	MDP901	Social and Emotional Development and Assessment	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR305	(Coordinator) Assoc Prof Gregory Arief D Liem, gregory.liem@nie.edu.sg/ Prof Ang Pei-Hui, Rebecca, rebecca.ang@nie.edu.sg/ Assoc Prof Huan Swee Leng, Vivien, vivien.huan@nie.edu.sg/ Dr Ng Ee Lynn, eelynn.ng@nie.edu.sg	MED (DP) students	MED (DP) students	**MED (DP) students, please write in to Programme Leader (Dr Lee Ai Noi, ainoi.lee@nie.edu.sg) to seek permission to register when quota is reached.**
Master of Education (Developmental Psychology)	MDP902	Children Cognitive Development and Assessment	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-TR213	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students	MED(DP) students	**MED (DP) students, please write in to Programme Leader (Dr Lee Ai Noi, ainoi.lee@nie.edu.sg) to seek permission to register when quota is reached.**
Master of Education (Developmental Psychology)	MDP903	Counselling Children and Adolescents	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 13:30 - 16:30	NIE2-01-TR215	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MED (DP) students (20) MED students (5)	Graduate students	**MED (DP) students, please write in to Programme Leader (Dr Lee Ai Noi, ainoi.lee@nie.edu.sg) to seek permission to register when quota is reached.**
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 1	**22**	12-Jan-26	Monday, 14:00 - 17:00	NIE2-01-TR215	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	MED (DP) students (15) MED students (7)	Graduate students	
Master of Education (Developmental Psychology)	MDP904	Motivation, Volition and Learning-in-Action	4	Tutorial Group 2	**22**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-TR208	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	MED (DP) students (15) MED students (7)	Graduate students	

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Master of Education (Developmental Psychology)	MDP905	Individual Differences and Learning	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE2-01-TR216	(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	Graduate students	
Master of Education (Developmental Psychology)	MDP906	Personality and Attitude Assessment	4	Tutorial Group 1	**5**	13-Jan-26	Tuesday, 18:00-21:00	Bernoulli Lab (NIE 7 B1-18) NIE7-01-TR716	Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg	MED (DP) students	MED (DP) students	**Cross-listed with MAX912**
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 1	**22**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE7-01-TR721	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/ Dr Ng Aik Kwang, aikkwang.ng@nie.edu.sg	MED (DP) students (15) MED students (7)	Graduate students	
Master of Education (Developmental Psychology)	MDP907	How to Nurture Creative and Happy Learners	4	Tutorial Group 2	**22**	15-Jan-26	Thursday, 13:30 - 16:30	NIE2-01-TR213	(Coordinator) Dr Lee Ai Noi, ainoi.lee@nie.edu.sg/ Dr Ng Aik Kwang, aikkwang.ng@nie.edu.sg	MED (DP) students (15) MED students (7)	Graduate students	
Master of Education (Developmental Psychology)	MDP908	Evaluation of Programs in Schools and Community Organizations	4	Tutorial Group 1	**4**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-TR214	Assoc Prof Chong Wan Har, wanhar.chong@nie.edu.sg	MED (DP) students	MED (DP) students	**Cross-listed with MAX913**
Master of Education (Developmental Psychology)	MDP909	Assessment and Development of 21st Century Competencies	4	Tutorial Group 1	**22**	12-Jan-26	Monday, 18:00 - 21:00	NIE7-01-TR718	Dr Lee Ai Noi, ainoi.lee@nie.edu.sg	MED (DP) students (15) MED students (7)	Graduate students	
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 4	**25**	13-Jan-26	Tuesday, 13:30 - 16:30	NIE7-01-TR719	(Coordinator) Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg/ Dr Sun Baoqi, baoqi.sun@nie.edu.sg	MED (DP) students (15) MED (EA) students (10)	MED (DP) students MED (EA) students	**MED (DP) students, please write in to Programme Leader (Dr Lee Ai Noi, ainoi.lee@nie.edu.sg) to seek permission to register when quota is reached.**
Master of Education (Developmental Psychology)	MED900	Educational Inquiry	4	Tutorial Group 7	**23**	15-Jan-26	Thursday, 18:00 - 21:00	NIE2-01-TR213	Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MED (DP) students MED (EA) students MED (HAS) students	MED (DP) students MED (EA) students MED (HAS) students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 17	**8**	15-Jan-26	Thursday, 18:00 - 20:00	NIE5-01-TR503	Dr Betsy Ng Ling Ling, betsy.ng@nie.edu.sg	MED (DP) PT students	MED (DP) PT students	**MED (DP) students, please write in to Programme Leader (Dr Lee Ai Noi, ainoi.lee@nie.edu.sg) to seek permission to register when quota is reached.**
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 18	**9**	16-Jan-26	Friday, 14:00 - 16:00	NIE7-01-TR717	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	MED (DP) FT students (8) MED (EA) FT student (1)	MED (DP) FT students	
Master of Education (Developmental Psychology)	MED902	Integrative Project	2	Tutorial Group 4	**8**	14-Jan-26	Wednesday, 18:00 - 20:00	NIE5-01-TR501	Dr Munirah Binte Shaik Kadir, munirah.kadir@nie.edu.sg	MED (DP) PT students	MED (DP) PT students	**MED (DP) students, please write in to Programme Leader (Dr Lee Ai Noi, ainoi.lee@nie.edu.sg) to seek permission to register when quota is reached.**
Master of Education (Early Childhood)	MEC901	Child Development (0-8 years)	4	Tutorial Group 1	**20**	12-Jan-26	Monday, 17:30 - 20:30	NIE2-01-TR202	Dr Rebecca Chan, rebecca.chan@nie.edu.sg	MED (EC) students	Graduate students	**Please write to tutor for approval only when quota is filled up**

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GRADUATE PROGRAMMES JANUARY 2026 SEMESTER

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Master of Education (Early Childhood)	MEC902	Issues and Trends in Early Childhood Education	4	Tutorial Group 1	**20**	13-Jan-26	Tuesday, 17:30 - 20:30	NIE2-01-TR202	Dr Rebecca Chan, rebecca.chan@nie.edu.sg	MED (EC) students	Graduate students	**Scheduled together with EDLM903.** **Please write to tutor for approval only when quota is filled up**
Master of Education (Early Childhood)	MEC903	Research Investigations in Early Childhood Education	4	Tutorial Group 1	**20**	15-Jan-26	Thursday, 17:30 - 20:30	NIE3-01-TR304	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) students	MED (EC) 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**	16-Jan-26	Friday, 17:30 - 20:30	NIE2-01-TR207	Dr Hanin Binte Hussain, hanin.hussain@nie.edu.sg	MED (EC) students (20) MED students (5)	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**	14-Jan-26	Wednesday, 17:30 - 20:30	NIE3-01-TR301	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) studetnts (17) MED students (8)	Graduate students	**Please write to tutor for approval only when quota is filled up**
Master of Education (Early Childhood)	MED900	Educational Inquiry	4	Tutorial Group 6	**25**	15-Jan-26	Thursday, 17:30 - 20:30	NIE2-01-TR214	Assoc Prof Tan Ai Girl, aigirl.tan@nie.edu.sg	MED (EC) students - Jan 2026 intake	MED (EC) students - Jan 2026 intake	**Please write to tutor for approval only when quota is filled up**
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 19	**12**	13-Jan-26	Tuesday, 14:30 - 16:30	NIE2-01-TR215	Dr Mercy Karuniah Jesuvadian, mercy.michael@nie.edu.sg	MED (EC) students - Jan 2025 intake	MED (EC) students	**Please write to tutor for approval only when quota is filled up**
Master of Education (Early Childhood)	MED902	Integrative Project	2	Tutorial Group 6	**12**	13-Jan-26	Tuesday, 17:30 - 19:30	NIE2-01-TR213	Asst Prof Cheung Hoi Shan, hoishan.cheung@nie.edu.sg	MED (EC) students - Jan 2025 intake FT	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**	12-Jan-26	Monday, 18:00 - 21:00	NIE2-01-TR213	(Coordinator) Dr Chue Kah Loong, kahloong.chue@nie.edu.sg/ Dr Leong See Cheng, seecheng.leong@nie.edu.sg/ Ms Lin Rongchan, rongchan.lin@nie.edu.sg	MED (EA) students (20) - Jan 2026 intake MED students (5)	Graduate students	
Master of Education (Educational Assessment)	MAX902	Paradigms and Practices of Assessment	4	Tutorial Group 1	**1**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE3-01-TR302	(Coordinator) Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Dr Niles Yan Zhao, yan.zhao@nie.edu.sg	MED (EA) students	MED (EA) students	**Scheduled together with MCT903**
Master of Education (Educational Assessment)	MAX912	Theory and Assessment of Psychological Constructs	4	Tutorial Group 1	**15**	13-Jan-26	Tuesday, 18:00-21:00	Bernoulli Lab (NIE 7 B1-18) NIE7-01-TR716	Asst Prof Amelia Yeo, amelia.yeo@nie.edu.sg	MED (EA) students	Graduate students	**Cross-listed with MDP906**
Master of Education (Educational Assessment)	MAX913	Programme Evaluation	4	Tutorial Group 1	**15**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-TR214	Assoc Prof Chong Wan Har, wanhar.chong@nie.edu.sg	MED (EA) students	Graduate students	**Cross-listed with MDP908**
Master of Education (Educational Assessment)	MAX923	Rethinking Assessment in School, for Society: Standards, Fairness, and Meritocracy	4	Tutorial Group 1	**12**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-01-TR208	(Coordinator) Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Assoc Prof Tan Heng Kiat, Kelvin, kelvin.tan@nie.edu.sg/ Dr Niles Yan Zhao, yan.zhao@nie.edu.sg	MED (EA) students - Jan 2026 intake	Graduate students	**Cross-listed with MCT925**

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Master of Education (Educational Assessment)	MAX933	Assessment in the Generative AI (GAI) Age	4	Tutorial Group 1	**10**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-02-04 (LSA ECL5 - BYOD)	(Coordinator) Dr Lee Vwen Yen Alwyn, alwyn.lee@nie.edu.sg/ Dr Tay Hui Yong, huiyong.tay1@nie.edu.sg/ Dr Niles Yan Zhao, yan.zhao@nie.edu.sg	MED (EA) students - Jan 2026 intake	Graduate students	**Cross-listed with MLT913**
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 4	**25**	13-Jan-26	Tuesday, 13:30 - 16:30	NIE7-01-TR719	(Coordinator) Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg/ Dr Sun Baoqi, baoqi.sun@nie.edu.sg	MED (DP) students (15) MED (EA) students (10)	MED (DP) students MED (EA) students	**MED (DP) students, please write in to Programme Leader (Dr Lee Ai Noi, ainoi.lee@nie.edu.sg) to seek permission to register when quota is reached.**
Master of Education (Educational Assessment)	MED900	Educational Inquiry	4	Tutorial Group 7	**23**	15-Jan-26	Thursday, 18:00 - 21:00	NIE2-01-TR213	Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MED (DP) students MED (EA) students MED (HAS) students	MED (DP) students MED (EA) students MED (HAS) students	
Master of Education (Educational Assessment)	MED902	Integrative Project	2	Tutorial Group 18	**9**	16-Jan-26	Friday, 14:00 - 16:00	NIE7-01-TR717	Dr Teo Chua Tee, chuatee.teo@nie.edu.sg	MED (DP) FT students (8) MED (EA) FT student (1)	MED (DP) FT students	
Master of Education (Educational Assessment)	MED903	Elementary Statistics for Education	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-02-05 (Education Computing Lab 4)	Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Educational Assessment)	MED904	Multivariate Statistics	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 14:00 - 17:00	NIE2-02-10 (Education Computing Lab 1)	Assoc Prof Nie Youyan, youyan.nie@nie.edu.sg	Graduate students	Graduate students	
Master of Education (English)	MED900	Educational Inquiry	4	Tutorial Group 8	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE3-01-LT10	(Coordinator) Dr Guo Libo, libo.guo@nie.edu.sg/ Dr Betsy Ng Ling Ling, betsy.ng@nie.edu.sg/	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 24	**14**	16-Jan-26	Friday, 18:00 - 20:00	NIE3-01-TR317	Asst Prof Gordon Blaine West, gordonblaine.w@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MED902	Integrative Project	2	Tutorial Group 8	**14**	16-Jan-26	Friday, 18:00 - 20:00	NIE3-01-TR302	Dr Guo Libo, libo.guo@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL901	Language and Literature Education	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR315	(Coordinator) Assoc Prof Poon Mui Cheng, Angelia, angelia.poon@nie.edu.sg/ Assoc Prof Victor Lim Fei, victor.lim@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL902	Analyzing Literature and Language	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 17:30 - 20:30	NIE3-01-LT9	(Coordinator) Assoc Prof Teo Chin Soon, Peter, peter.teo@nie.edu.sg / Assoc Prof Joel Robert Gwynne, joel.gwynne@nie.edu.sg	MED (Eng) students	MED (Eng) students	
Master of Education (English)	MEL913	Materials Design in the Language Curriculum	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE3-01-TR317	Dr Loh Kok Khiang Jason, jason.loh@nie.edu.sg	Graduate students	Graduate students	
Master of Education (English)	MEL923	Literary Theory and Teaching	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR317	Asst Prof Tan Xin Long Ian, ian.tan@nie.edu.sg	Graduate students	Graduate students	
Master of Education (English)	MEL924	World Literatures	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE7-01-TR708	Asst Prof Ann Ang Su Lee, ann.ang@nie.edu.sg	Graduate students	Graduate students	
Master of Education (English)	MEL930	Language Assessment and Technology in the Classroom	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 17:30 - 20:30	NIE3-01-TR315	Assoc Prof Vahid Aryadoust, vahid.aryadoust@nie.edu.sg	Graduate students	Graduate students	
Master of Education (High Ability Studies)	MED900	Educational Inquiry	4	Tutorial Group 7	**23**	15-Jan-26	Thursday, 18:00 - 21:00	NIE2-01-TR213	Dr Cheng Yuanshan, yuanshan.cheng@nie.edu.sg	MED (DP) students MED (EA) students MED (HAS) students	MED (DP) students MED (EA) students MED (HAS) students	

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Master of Education (High Ability Studies)	MHA901	Understanding Learners with High Ability and their Affective and Moral Needs	4	Tutorial Group 1	**15**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE7-01-TR719	Dr Letchmi Devi d/o Ponnusamy, letchmi.p@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Learning Sciences and Technologies)	MED902	Integrative Project	2	Tutorial Group 10	**20**	16-Jan-26	Friday, 18:00 - 21:00	NIE2-01-01 (Net Gen Learners' Terrace)	Asst Prof Wen Yun, yun.wen@nie.edu.sg	MED (LST) students	MED (LST) students	
Master of Education (Learning Sciences and Technologies)	MLT909	Research Methodologies for the Learning Sciences	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:00 - 21:00	NIE2-02-03 (LSA ECL6 - BYOD)	Asst Prof Tanmay Sinha, tanmay.sinha@nie.edu.sg	MED (LST) students	Graduate students	
Master of Education (Learning Sciences and Technologies)	MLT913	Assessment in the Generative AI (GAI) Age	4	Tutorial Group 1	**15**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-02-04 (LSA ECL5 - BYOD)	(Coordinator) Dr Lee Vwen Yen Alwyn, alwyn.lee@nie.edu.sg/ Dr Tay Hui Yong, huiyong.tay1@nie.edu.sg/ Dr Niles Yan Zhao, yan.zhao@nie.edu.sg	MED (LST) students	Graduate students	**Cross-listed with MAX933**
Master of Education (Learning Sciences and Technologies)	MLT917	Artificial Intelligence for Education: A Pedagogical Spectrum	4	Tutorial Group 1	**30**	15-Jan-26	Thursday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	(Coordinator) Asst Prof Tanmay Sinha, tanmay.sinha@nie.edu.sg/ Dr Huang Junsong, David, junsong.huang@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Malay Language)	MED900	Educational Inquiry	4	Tutorial Group 2	**30**	16-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR303	(Coordinator) Dr Lee Shu Shing, shushing.lee@nie.edu.sg/ Dr Yang Yang, yang.yang@nie.edu.sg/ Dr Yue Yu, yue.yu@nie.edu.sg	MED (CL) students MED (ML) students MED (TL) students	MED (CL) students MED (ML) students MED (TL) students	
Master of Education (Malay Language)	MML915	Assessment for Learning in Malay Language Classroom	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:30 - 21:30	NIE3-01-TR319	Dr Roszalina Bte Rawi, roszalina.r@nie.edu.sg	MED (ML) students	Graduate students with ML background	
Master of Education (Mathematics)	MED900	Educational Inquiry	4	Tutorial Group 12	**25**	15-Jan-26	Thursday, 18:00-21:00	NIE2-01-TR202	Dr Ng Kit Ee, Dawn, dawn.ng@nie.edu.sg	MED (Math) students	MED (Math) students	
Master of Education (Mathematics)	MME913	Algebra and the Teaching of Algebra	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE7-B1-01 (Maths Lab 1)	Assoc Prof Choy Ban Heng, banheng.choy@nie.edu.sg	MED (Math) students	Other MEd students, subject to coordinator's approval	
Master of Education (Mathematics)	MME931	Contemporary Issues in Mathematics Education	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 13:30 - 16:30	NIE7-01-TR719	Assoc Prof Leong Yew Hoong, yewhoong.leong@nie.edu.sg	MED (Math) students	Other MEd students, subject to coordinator's approval	
Master of Education (Music)	MED900	Educational Inquiry	4	Tutorial Group 1	**30**	15-Jan-26	Thursday, 17:30-20:30	NIE3-B1-05 (Design Studio)	Asst Prof Agnieszka Chalas, agnieszka.chalas@nie.edu.sg	MED (Art) students MED (Music) students	MED (Art) students MED (Music) students	
Master of Education (Music)	MUE901	Issues in Music Education	4	Tutorial Group 1	**20**	13-Jan-26	Tuesday, 17:30-20:30	NIE3-02-14 (Music Studio 2)	Assoc Prof Lum Chee Hoo, cheehoo.lum@nie.edu.sg	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**	14-Jan-26	Wednesday, 17:30 - 20:30	NIE3-02-09 (Keyboards Lab)	(Coordinator) Assoc Prof Lum Chee Hoo, cheehoo.lum@nie.edu.sg/ Dr Chong Soon Khong, soonkhong.chong@nie.edu.sg	MED (Music) students	Graduate students	

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Master of Education (Science)	MED900	Educational Inquiry	4	Tutorial Group 14	**30**	14-Jan-26	Wednesday, 17:30 - 20:30	NIE7-02-04 (Biology Edu Lab)	(Coordinator) 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)	MSC903	Science as Practice	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 17:30 - 20:30	NIE7-01-TR702	(Coordinator) Assoc Prof Tan Aik Ling, aikling.tan@nie.edu.sg/ Asst 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	**25**	13-Jan-26	Tuesday, 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 Park Joonhyeong, joonhyeong.park@nie.edu.sg/ Assoc Prof Teo Tang Wee, tangwee.teo@nie.edu.sg	Graduate students	Graduate students	
Master of Education (Special Education)	MED900	Educational Inquiry	4	Tutorial Group 15	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE5-01-TR505	(Coordinator) Dr Teo Chew Lee, chewlee.teo@nie.edu.sg / Dr Katherine Guangji Yuan, guangji.yuan@nie.edu.sg	MED (SE) students	MED (SE) students	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 15	**11**	13-Jan-26	Tuesday, 18:00 - 20:00	NIE2-01-TR215	Assoc Prof Tan Ai Girl, aigirl.tan@nie.edu.sg	MED (SE) students - FT students who have completed 4 courses. - PT students who have completed 6 courses.	MED (SE) students - FT students who have completed 4 courses. - PT students who have completed 6 courses.	
Master of Education (Special Education)	MED902	Integrative Project	2	Tutorial Group 20	**11**	15-Jan-26	Thursday, 18:00 - 20:00	NIE2-01-TR206	Dr Lim Luck Siew, lucksiew.lim@nie.edu.sg	MED (SE) students - FT students who have completed 4 courses. - PT students who have completed 6 courses.	MED (SE) students - FT students who have completed 4 courses. - PT students who have completed 6 courses.	
Master of Education (Special Education)	MSE901	Issues and Trends in Special Education	4	Tutorial Group 1	**22**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE7-01-TR718	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	**20**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-01-TR216	(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**	16-Jan-26	Friday, 18:00 - 21:00	NIE2-01-TR208	Dr Loh Pek Ru, pekru.loh@nie.edu.sg	MED (SE) students except Jan 2026 PT intake	Graduate students	

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Master of Education (Special Education)	MSE912	Early Intervention	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE7-01-TR721	(Coordinator) Dr Tan Soo Ching Carol, carol.tan@nie.edu.sg/ Dr Ailsa Goh, ailsa.goh@nie.edu.sg	MED (SE) students except Jan 2026 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	**4**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR306	Dr Tan Chee Soon, cheesoon.tan@nie.edu.sg	MED (SE) students except Jan 2026 PT intake	MED (SE) students except Jan 2026 PT intake	**Scheduled together with MEP824** **Has knowledge of reading instruction. Please write to course instructor to seek permission.**
Master of Education (Tamil Language)	MED900	Educational Inquiry	4	Tutorial Group 2	**30**	16-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR303	(Coordinator) Dr Lee Shu Shing, shushing.lee@nie.edu.sg/ Dr Yang Yang, yang.yang@nie.edu.sg/ Dr Yue Yu, yue.yu@nie.edu.sg	MED (CL) students MED (ML) students MED (TL) students	MED (CL) students MED (ML) students MED (TL) students	
Master of Education (Tamil Language)	MTL902	Tamil Literature in Education	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:30 - 21:30	NIE3-01-TR319	(Coordinator) Dr Sasikumar Ponnalagu, sasikumar.p@nie.edu.sg/ Dr Subramaniam Nee Tamilaras d/o Ponnusamy Narasinbang, tamilaras.subramaniam@nie.edu.sg	MED (TL) students	Graduate students who has the ability to read and write in Tamil Language.	
Master of Education (Tamil Language)	MTL908	An Introduction to Sociolinguistics and Bilingualism for Tamil	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:30 - 21:30	NIE3-01-TR319	(Coordinator) Dr Dharmaraj Sundararaj, sundararaj.dharmaraj@nie.edu.sg/ Assoc Prof Seetha Lakshmi, seetha.lakshmi@nie.edu.sg	MED (TL) students	Graduate students who has the ability to read and write in Tamil Language.	
Master of Science (Exercise and Sport Studies)	MES900	Research Methods in Exercise and Sport Studies	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE5-01-TR508	(Coordinator) Dr Chung Ho Jin, hojin.chung@nie.edu.sg/ Assoc Prof Kee Ying Hwa, yinghwa.kee@nie.edu.sg	MSc (ESS) students	Graduate students - PESS	
Master of Science (Exercise and Sport Studies)	MES901	Integrative Project	2	Tutorial Group 1	**25**	16-Jan-26	Friday, 18:00 - 20:00	NIE5-01-TR508	Dr Tan Sing Yee Jernice, jernice.tan@nie.edu.sg	MSc (ESS) students	MSc (ESS) students	
Master of Science (Exercise and Sport Studies)	MES906	Exercise Physiology	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:00 - 21:00	NIE5-02-02 (Exercise Physiology Lab)	Assoc Prof Govindasamy Balasekaran, govindasamy.b@nie.edu.sg	MSc (ESS) students	Graduate students - PESS	
Master of Science (Exercise and Sport Studies)	MES907	Managing Sport Organisations in Singapore	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:00 - 21:00	NIE5-01-TR508	Dr Yap Heng Yeow, hengyeow.yap@nie.edu.sg	MSc (ESS) students	Graduate students - PESS	
Master of Science (Exercise and Sport Studies)	MES909	Motor Behaviour	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE5-01-TR508	(Coordinator) Assoc Prof Teo Wei Peng, weipeng.teo@nie.edu.sg/ Dr Ng Hock Beng Tommy, hockbeng.ng@nie.edu.sg	MSc (ESS) students	Graduate students - PESS	
Master of Science (Life Sciences)	MLS941	Critical Inquiry (Clean Energy Physics)	2	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:30 - 20:30	NIE7-B1-22 (Electronics/Pulse Technology Lab)	(Coordinator) Prof Rajdeep Singh Rawat, rajdeep.rawat@nie.edu.sg/ Prof Kwek Leong Chuan, leongchuan.kwek@nie.edu.sg/ Assoc Prof Stuart Victor Springham, stuart.springham@nie.edu.sg/ Prof Xu Shuyan, shuyan.xu@nie.edu.sg	MSc (LS) (Clean Energy Physics) students - Aug 2025 intake - Jan 2026 intake PhD (Sci) students	Graduate students with pre-requisties. Please write to course coordinator to seek permission.	

Classification: Restricted

GRADUATE PROGRAMMES JANUARY 2026 SEMESTER

Last Update: 16 December 2025

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Current Students
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Add/Drop Period:
09 Jan 2026 (9am) to 23 Jan 2026 (5pm)

Programme	Course Code	Course Title ^	Academic Unit	Lesson Group	Class Size	Start Date	Class Schedule	Venue	Course Coordinator & Teaching Staff	Online Course Registration Period Course is Offered To	Add/Drop Period Course is Offered To	Remarks
Master of Science (Life Sciences)	MLS944	Nuclear Physics and Fission Energy	4	Tutorial Group 1	**25**	12-Jan-26	Monday, 18:30 - 21:30	NIE7-01-TR701	Assoc Prof Stuart Victor Springham, stuart.springham@nie.edu.sg	MSc (LS) (Clean Energy Physics) students - Aug 2025 intake - Jan 2026 intake PhD (Sci) students	Graduate students with pre-requisities. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS948	Molecular Spectroscopy	4	Tutorial Group 1	**25**	13-Jan-26	Tuesday, 18:30 - 21:30	NIE7-01-TR701	(Coordinator) Prof Rajdeep Singh Rawat, rajdeep.rawat@nie.edu.sg/ Dr Tan Tuck Lee, Augustine, augustine.tan@nie.edu.sg	MSc (LS) (Clean Energy Physics) students - Aug 2025 intake - Jan 2026 intake PhD (Sci) students	Graduate students with pre-requisities. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS952	Nanotechnology	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 18:30 - 21:30	NIE7-B1-22 (Electronics/Pulse Technology Lab)	(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	MSc (LS) (Clean Energy Physics) students - Aug 2025 intake - Jan 2026 intake PhD (Sci) students	Graduate students with pre-requisities. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS962	Environmental Health and Toxicology	4	Tutorial Group 1	**25**	14-Jan-26	Wednesday, 10:00-13:00	NIE7-01-TR704, 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) students - Jan 2026 intake	Graduate students with pre-requisities. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS964	Global Environmental Change and Vulnerable Ecosystems	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:30 - 21:30	NIE7A-01-01 (Life Sciences Lab 3/Computation Lab)	Dr Goh Pi Lee, Beverly, beverly.goh@nie.edu.sg	MSc (LS) (Environmental Biology) students - Aug 2024 intake - Jan 2026 intake	Graduate students with pre-requisities. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS971	Critical Inquiry (Environmental Biology)	2	Tutorial Group 1	**25**	12-Jan-26	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) students - Aug 2024 intake - Jan 2026 intake	Graduate students with pre-requisities. Please write to course coordinator to seek permission.	
Master of Science (Life Sciences)	MLS985	Chemical Ecology	4	Tutorial Group 1	**25**	13-Jan-25	Tuesday, 09:30 - 12:30	NIE7A-B2-05 (Chemistry Lab 2)	Dr Tan Lik Tong, liktong.tan@nie.edu.sg	MSc (LS) (Environmental Biology) students - Jan 26 intake	Graduate students with pre-requisities. Please write to course coordinator to seek permission.	
Master of Science (Mathematics for Educators)	MSM901	Fundamentals of Postgraduate Mathematics	3	Tutorial Group 1	**30**	12-Jan-26	Monday, 18:00 - 21:00	NIE7-01-TR721	(Coordinator) Assoc Prof Tay Eng Guan, engguan.tay@nie.edu.sg/ Assoc Prof Ho Weng Kin, wengkin.ho@nie.edu.sg/ Dr Willie Wong Han Wah, willie.wong@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**	13-Jan-26	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**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE7-01-TR717	Dr Teo Kok Ming, kokming.teo@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM906	Discrete Mathematics	4	Tutorial Group 1	**30**	15-Jan-26	Thursday, 18:00 - 21:00	NIE7-01-TR710	Prof Dong Fengming, fengming.dong@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	
Master of Science (Mathematics for Educators)	MSM908	Number Theory	4	Tutorial Group 1	**30**	16-Jan-26	Friday, 18:00 - 21:00	NIE7-01-TR716	Assoc Prof Toh Pee Choon, peechoon.toh@nie.edu.sg	MSc (MAE) students	MSc (MAE) students	

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GRADUATE PROGRAMMES JANUARY 2026 SEMESTER

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Master of Science (Science of Learning)	MSL901	Foundations in Science of Learning	4	Tutorial Group 1	**30**	12-Jan-26	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-26	Wednesday, 18:00 - 21:00	LCKMed Novena Campus	Asst Prof Farhan Ali, farhan.ali@nie.edu.sg	Graduate students	Graduate students	
Master of Science (Science of Learning)	MSL903	Learning Analytics for Science of Learning	4	Tutorial Group 1	**30**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	(Coordinator) Dr Koh Ruilin, Elizabeth, elizabeth.koh@nie.edu.sg/ Asst Prof Zhu Gaoxia, gaoxia.zhu@nie.edu.sg	Graduate students	Graduate students	**Scheduled together with EDTM903**
Master of Science (Science of Learning)	MSL904	Educational Neuroscience: Principles, Perspectives, Practices	4	Tutorial Group 1	**30**	15-Jan-26	Thursday, 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	**15**	23-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR308 NIE3-01-TR309 NIE3-01-TR310	(Coordinator) Asst Prof Farhan Ali, farhan.ali@nie.edu.sg/ Dr Nastassja Lopes Fischer, nastassja.fischer@nie.edu.sg/ Asst Prof Zhu Gaoxia, gaoxia.zhu@nie.edu.sg	MSL students	MSL students	**Two sessions only 23-Jan-2026 (Friday) 27-Feb-2026 (Friday)**
Master of Teaching	MTC905	Understanding and Developing Pedagogical Content Knowledge	4	Tutorial Group 1	**20**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE7-01-TR712	TBA	MTeach students - Jan 2024 intake	Graduate students. Please write to course coordinator.	
Master of Teaching	MTC906	Educational Inquiry into Teaching and Learning	4	Tutorial Group 1	**20**	15-Jan-26	Thursday, 18:00 - 21:00	NIE7-01-TR718	Asst Prof Rasooli Amirhossein, amirhossein.rasooli@nie.edu.sg/ Dr Niles Yan Zhao, yan.zhao@nie.edu.sg	MTeach students - Jan 2024 intake	Graduate students. Please write to course coordinator.	
NIE Doctor in Education	EDCT901	Inquiry into Curriculum and Teaching	4	Tutorial Group 1	**1**	13-Jan-26	Tuesday, 17:30 - 20:30	NIE2-01-TR207	Assoc Prof Lim Tze-Wei Leonel, leonel.lim@nie.edu.sg	EdD students	EdD students	**Scheduled together with MCT901 (TG01)**
NIE Doctor in Education	EDEL901	Sociolinguistic Perspectives on the Classroom	4	Tutorial Group 1	**4**	16-Jan-26	Friday, 18:00 - 21:00	NIE3-01-TR307	Dr Mark Fifer Seilhamer, mark.seilhamer@nie.edu.sg	EdD students	EdD students	**Scheduled together with MAE903**
NIE Doctor in Education	EDEL903	Bilingualism and Biliteracy: Theory and Practice	4	Tutorial Group 1	**4**	15-Jan-26	Thursday, 18:00 - 21:00	NIE3-01-TR310	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	**4**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE3-01-TR310	Prof Icy Lee, icy.lee@nie.edu.sg	EdD (Eng) students	EdD (Eng) students	**Scheduled together with MAE904**
NIE Doctor in Education	EDHS902	Inquiry into Curriculum and Curriculum Leadership in Social Studies	4	Tutorial Group 1	**6**	13-Jan-26	Tuesday, 17:30 - 20:30	NIE3-02-31 (Social Studies Learning Lab)	(Coordinator) Assoc Prof Simon Creak, simon.creak@nie.edu.sg/ Dr Chee Min Fui, minfui.chee@nie.edu.sg	EdD students	EdD students	**Scheduled together with MAS940**
NIE Doctor in Education	EDLC901	Current and Emerging Theories and Practices in Leadership and Management	4	Tutorial Group 1	**25**	15-Jan-26	Thursday, 18:00 -21:00	NIE3-01-TR303	Assoc Professor David Ng Foo Seong, david.ng@nie.edu.sg	EdD students	EdD students	

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NIE Doctor in Education	EDLM901	Theory, Research and Practice in Teaching and Learning	4	Tutorial Group 1	**15**	15-Jan-26	Thursday, 18:00 - 21:00	NIE7-01-TR719	(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 students PhD students	EdD students PhD students	
NIE Doctor in Education	EDLM903	Advances in Early Childhood Education: Issues and Trends	4	Tutorial Group 1	**2**	13-Jan-26	Tuesday, 17:30 - 20:30	NIE2-01-TR202	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**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-01-TR216	(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	EDTM903	Learning Analytics for Science of Learning	4	Tutorial Group 1	**2**	13-Jan-26	Tuesday, 18:00 - 21:00	NIE2-02-07 (LSA ECL3 - BYOD)	(Coordinator) Dr Koh Ruilin, Elizabeth, elizabeth.koh@nie.edu.sg/ Asst Prof Zhu Gaoxia, gaoxia.zhu@nie.edu.sg	EdD (TTML) students	EdD (TTML) students	**Scheduled together with MSL903**
NIE Doctor in Education	EDVP921	Issues in Music Education	4	Tutorial Group 1	**5**	13-Jan-26	Tuesday, 17:30-20:30	NIE3-02-14 (Music Studio 2)	(Coordinator) Assoc Prof Tan Yuh Chaur Leonard, leonard.tan@nie.edu.sg/ Assoc Prof Lum Chee Hoo, cheehoo.lum@nie.edu.sg	Graduate students - VPA Music	Graduate students	**Scheduled together with MUE901**
NIE Doctor in Education	NEDD901	Literature Review Methods	4	Tutorial Group 1	**15**	14-Jan-26	Wednesday, 18:00 - 21:00	NIE2-01-TR206	Assoc Prof Heng Tang Tang, tangtang.heng@nie.edu.sg	EdD students	EdD students	
NIE Doctor in Education	NEDD902	Quantitative Research Methods	4	Tutorial Group 1	**20**	12-Jan-26	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	**15**	12-Jan-26	Monday, 18:00 - 21:00	TBA	Asst Prof Wen Yun, yun.wen@nie.edu.sg/ Assoc Prof Fang Yanping, yanping.fang@nie.edu.sg	EdD students	EdD students	
NIE Doctor in Education	NEDD904	Academic Reading and Writing for Education	4	Tutorial Group 1	**12**	15-Jan-26	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	

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Last Update: 16 December 2025

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
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
MAE907	Oracy Development and Research	This course examines the concept of oracy by considering theories about spoken English and its learning and use in first and second language contexts. Through a critical reading of research and scholarly discussions, participants will learn about speaking and listening development from cognitive, social and discourse perspectives. This knowledge will be applied in evaluating and improving current practices in the teaching and assessment of speaking and listening competence in first and second language classrooms as well as in understanding the role of oracy in learning at home and in school.	4

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Course Code	Course Title	Description	Academic Unit
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
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
MAP819	Psychological Disorders Across the Life Span	This course provides students with the foundational knowledge of the etiology, assessment and evidence-based treatments for psychological disorders that they are likely to encounter in clinical practice. In the first 10 weeks of the course, all students will be introduced to clinical assessment practices and psychological disorders that psychologists are likely to encounter in many clinical populations. In the final 3 weeks of the course, students will be introduced to psychological disorders that are specific to their specialization, i.e. counselling psychology or educational psychology tracks.	3
MAP901	Ethical and Legal Issues in Psychological Practice and Research in Singapore	The purpose of the course is to provide students with a firm grounding in ethics and practicestandards of professional psychology in Singapore. Referencing the Singapore PsychologicalSociety Code of Ethics, students will understand the overall principles guiding work in humanservices, as well as maintain clinical and research practices that are consistent with the specificguidelines in the Code. Students will acquire skills in systematic ethical decision-making whichincludes seeking appropriate resources and engaging in peer consultation.	3

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MAP902	Research Methods and Statistics in Applied Psychology	This course was designed to provide skills and knowledge for students to understand, evaluate,and design different types of research in psychological and educational areas. The course willmainly focus on the procedures and issues related to quantitative research approach. Studentswill learn univariate statistical procedures and some multivariate statistical procedures.	4
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
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

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Course Code	Course Title	Description	Academic Unit
MCP900	Mental Health Assessment for Counselling Psychologists	This course provides a basic exposure to common mental health assessment tools and integratesthe findings of these tools with historical information gathered from the assessment process, i.e.,gathering relevant background information during an intake or review session. The course alsodevelops knowledge and skills to summarize and explain diverse clinical information about clientspresenting issue(s) in a brief, coherent statement or map that elucidates the clients basicpattern to guide the treatment process. This aims to build a clinicians competency and skills indeveloping and utilizing case conceptualization to guide the treatment formulation and process.	1
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
MCP932	Practicum in Counselling Psychology II	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
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
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
MEP932	Practicum in Educational Psychology II	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
MEP932	Practicum in Educational Psychology II	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

Classification: Restricted

Last Update: 16 December 2025

Course Code	Course Title	Description	Academic Unit
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

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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
MAEL900	Educational Research: Methods & Applications	This course will provide you with a basic but sound understanding of both qualitative and quantitative research methods in education. The course will focus on the theoretical, methodological, and practical aspects of research methodologies. The aim is to provide 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 participants to evaluate the validity of research that has been conducted in a particular educational area. These experiences will increase candidates appreciation of the complexities involved in working with data and hence enable them to construct research findings with qualitative and quantitative methods. On one hand, qualitative methodologies offer powerful means of distilling the nuances and essences of learning experiences and interactions beyond purely cognitive and individualistic activities. On the other hand, quantitative methodologies stipulate a systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques.	4

Classification: Restricted

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Course Code	Course Title	Description	Academic Unit
MAEL901	Theories & Perspectives of Educational Leadership	In this course you will gain an in-depth understanding of educational leadership as a multifaceted and dynamic concept that can be understood and practised through various theoretical lenses including an overview of key concepts, issues, debates, and controversies in educational leadership. You will engage with various conceptional models of educational leadership such as strategic, transformational, instructional, distributed, teacher, system and ethical leadership. You will also explore the role of educational leadership in emerging contexts where complexity, ambiguity, volatility and anxiety are becoming a norm in everyday life, which are in part due to significant technological advances (e.g., the rise of genAI) that are becoming increasingly transformative and disruptive. These emerging contexts have significant bearing on educational leaders day-to-day decision-making in their respective organizational, institutional, and system contexts. Through critical analysis of literature, you will integrate insights on educational leadership in the intersections between policy and practice within their specific contexts and situations. This course is suitable for professionals actively engaged in leading and managing teams and organizations in education or education-related contexts and emerging scholars who are keen on furthering the research work in educational leadership.	4
MAEL910	Ethics & Leadership for Educators	This course examines the complex relationship between ethics and leadership in education, inviting participants to explore how to lead ethically in a world shaped by digital advancements, sustainability challenges, and increasing uncertainty. It introduces participants to various theories on ethical behaviour and models of leadership, engaging them to consider critically whether and how leadership should be guided by ethical principles, as well as the alignment or conflict between contemporary leadership models and ethical thinking. The course also addresses fundamental questions about the purposes of education as the context to understand the relationship between ethics and leadership. It examines the extent to which educational practices and leadership should and can be guided by ethical ideals. It considers if and how unconventional pedagogical practicessuch as art, literature, and poetrycan foster ethical awareness among leaders. Through this course, participants will gain the critical language and practical tools needed to navigate ethical dilemmas, develop defensible views on ethical leadership, and engage stakeholders in meaningful, values-driven decision-making in educational contexts.	4
MAEL941	Leading Professional Learning Communities	Schools are continually compelled to build capacity 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 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 concerned 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. This course is suitable for professionals actively leading and managing teams, organizations and institutions on the professional development / learning of their staff within the education or education-related contexts, albeit focusing on creating, developing, and sustaining learning communities. This course is also suitable for emerging scholars who are keen on furthering the research work in professional development / learning in the education or education-related contexts, albeit focusing on learning communities.	4

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Course Code	Course Title	Description	Academic Unit
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
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

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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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Course Code	Course Title	Description	Academic Unit
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
MTCL902	Vocabulary and Grammar: Theory and Practice	The fundamental purpose of learning any language is for communication purpose. Be it in spoken or written communication, vocabulary and grammar are two of the most important components in any language learning, as they play a vital role in building up language proficiency. In teaching Chinese as an international language, instructors must understand the grammatical rules and its effect on vocabulary on the target language to bring about effective teaching. Hence, this course will lay a good foundation in Chinese vocabulary and grammar basics, so as to effectively teach Chinese as an international language.	4
MTCL903	Chinese-English Contrastive Analysis & Its Application	The use of translation in learning a foreign language is widely used as a teaching and learning strategy to help students remember, comprehend and acquire the use of the target language. The influence of the learners first language, however, will have substantial impact in the language acquisition process. Hence understanding the major difference between Chinese-English through contrastive analysis in theories and practice of translation and its application in TCIL is necessary to equip TCIL instructor with the fundamental understanding to implement the bilingual model in TCIL.	4
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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Course Code	Course Title	Description	Academic Unit
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
MTCL904	Teaching of Listening & Speaking Skills in TCIL	Listening and speaking are two important skills required in any language learning. They are complex skills that need to be developed consciously. In any interaction, comprehending the language used is necessary for effective communication. Hence, as instructors for TCIL, it is important to acquire the various communicative language teaching pedagogical approaches in order to teach effective communication skills. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language listening and speaking content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
MTCL905	Teaching of Reading And Writing Skills In TCIL	Reading and writing are two important literacy skills one requires to function effectively in everyday life. These two skills are interconnected and can be developed together. With global economies and emerging new technologies, new literacies are already becoming part of the educational landscape. Hence, as instructors for TCIL, it is important to understand the various teaching pedagogical approaches to engage learners of this new age. Besides acquiring pedagogical approaches in teaching non-native learners, keeping abreast with recent developments and research on the teaching of Chinese language reading and writing content and skills are also essential to build the competencies to effectively TCIL to the 21st century learners.	4
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Last Update: 16 December 2025

Course Code	Course Title	Description	Academic Unit
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
MTCL906	Application of Information Technology in TCIL	In todays 21st century education, the use of ICT for teaching and learning had infiltrated schools at a rapid pace. To ensure that todays digital learners are future-ready for the workforce of tomorrow, educators must understand and embrace the need to employ the use of ICT to create a 21st century learning environment. A 21st century educator must be competent to use technology with ease in teaching and learning, be it in the classroom or out of classroom where learning takes place anytime, anywhere. Hence, as TCIL instructors, it is important to understand the application of technological tools with content and pedagogical approaches, and appreciate how ICT can create an effective learning environment for TCIL.	4
MTCL907	Language Testing & Assessment in TCIL	Testing and assessment is an integral part of the learning process, and must be closely aligned with curricular objectives, content and pedagogy. It serves as the central function of getting the best possible evidence on what the students have learned. Teachers and students can then use this information to decide what to do next in the teaching and learning process. It is important that TCIL instructors be equipped with the necessary assessment competencies, so that quality teaching and learning can be achieved in all TCIL classrooms, bearing in mind the varied language backgrounds and proficiency levels of TCIL learners.	4
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

Classification: Restricted

Last Update: 16 December 2025

Course Code	Course Title	Description	Academic Unit
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
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
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
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

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Course Code	Course Title	Description	Academic Unit
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
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
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
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

Last Update: 16 December 2025

Course Code	Course Title	Description	Academic Unit
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
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
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
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

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Course Code	Course Title	Description	Academic Unit
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
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
MEM919	Understanding and Supporting Teacher Resilience	In this course, learners will approach resilience with a multidisciplinary approach uniting resiliencefrom classic child and positive psychology and understandhow educators cope from cognitiveappraisal-based coping theory based on trauma psychology and occupational therapy,operationalized bynarrative inquiry in teacher education. Using these theoretical models asepistemic tools and practice-validated strategies, learners will analyse educator narratives andmake better meaning through their own self-narrative to co-construct meaning, fully appreciate,and more systematically support educator resilience as developmental, transformational andexpansive learning. With this module, learners will also be able to help educators strengthenself understanding,better confront personal and professional vulnerability, strengthen professionalidentity, and enhance a sense of continuity, coherence andcommitment.	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
MAS919	GIS and Geospatial Learning in Sustainability	Sustainability has become a key theme in higher education globally. It is also by now a core component of the revised MAHE programme. The spatial thinking tools and applications that you will learn in GIS will help you to better comprehend sustainability issues as well as devise solutions for such problems. This course will enable you to apply GIS vis-a-vis cross-disciplinary perspectives in the Humanities with respect to the Southeast Asian context.	4

Classification: Restricted

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Course Code	Course Title	Description	Academic Unit
MAS940	Curriculum Leadership in Social Studies	Many issues and challenges are involved in the implementation of Social Studies, one of the most important subjects for citizenship education. This course prepares you to lead in the development of curriculum and pedagogy for Social Studies. You will be encouraged to explore the multiple meanings of curriculum and the role of curriculum leaders in Social Studies. Opportunities will also be provided for you to engage in discourses on the theory and practice of curriculum leadership.	4
MAS951	Global History of Development	Development is the purported goal of every state, whether it seeks to develop, to maintain its level of development, or to change the course or shape of its current level of development. But what do states mean when they talk about development? Why has development become so central to how we view the world? How has the definition of development changed over time? What is the relationship between development and sustainability? This course will help you question conventional assumptions about development, and to critically assess development in different historical contexts, with a particular focus on Asia and Africa. You will sharpen your critical thinking skills, widen your understanding of the global community, and gain tools to analyse present-day events in a historical framework. This course is for students who are interested in globalization, global inequality, the history of empires, the Cold War, geopolitics, and economics.	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

Classification: Restricted

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Course Code	Course Title	Description	Academic Unit
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
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

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Course Code	Course Title	Description	Academic Unit
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
MCL901	Language Planning and Language Education	Language planning and language education complement each other. Language planning undergoes a stringent and comprehensive developmental process, providing recommendations to be implemented under language education. Language planning varies in different region in order to meet their respective needs, hence, resulting in the differences in language education. Understanding the relationship between language planning and language education will enable students to analyse, compare and objectively review the local language education.	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
MCL904	Chinese Literature and Culture and Its teaching	As a Chinese literature teacher in a secondary school or junior college, this course is helpful in enhancing understanding the developments in Chinese literature and culture and allowing teachers to hone their teaching pedagogies. This course will examine the historical regularity and characteristics of Chinese literature and culture, and related pedagogical theory and practice based on the development of Chinese literature and culture.	4
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
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4

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Course Code	Course Title	Description	Academic Unit
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
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

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Course Code	Course Title	Description	Academic Unit
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 on 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
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

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Course Code	Course Title	Description	Academic Unit
MCT925	Assessment in School, for Society: Standards, Fairness, and Inclusiveness	This course seeks to provide a sociological perspective in analysing assessment practices globally and in Singapore, particularly in terms of educational narratives of standards, fairness, and inclusiveness. At the end of the course, students are capable in (a) situating history of assessment within emergence of modern society, (b) exploring social roles and purposes of assessment with case studies in Singapore and elsewhere (c) navigating the tensions and intersections of educational standards, meritocracy, and social justice in assessment, (d) imagining new ways of doing assessment for self-directing learning based on educative plural values. Overall, this course will provide teachers with insights into why they practice assessment in the way they do and prepare them for alternative ways of imagining assessment futures for greater fairness and inclusivity	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
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

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Course Code	Course Title	Description	Academic Unit
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

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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
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2

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Course Code	Course Title	Description	Academic Unit
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
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

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Course Code	Course Title	Description	Academic Unit
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
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
MAX902	Paradigms and Practices of Assessment	This course seeks to provide strong fundamentals for participants to acquire a critical level of foundationalassessment literacy, engage with different paradigms of knowledge, and be proficient in the application of keyassessment practices. Assessment is posited as the object of study, and also as the key driver for designing thestructure, pacing, and pitching of the course content. Participants are required to grapple with a range of assessmentconcepts, some of which are not literally nor easily reconcilable, and to distil a conceptual clarity from which theymay interrogate their own assessment practice contexts.	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
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

Classification: Restricted

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Course Code	Course Title	Description	Academic Unit
MAX923	Rethinking Assessment in School, for Society: Standards, Fairness, and Meritocracy	This course seeks to provide a sociological perspective in analysing assessment practices globally and inSingapore, particularly in terms of educational narratives of standards, fairness, and inclusiveness. At the end ofthe course, students are capable in (a) situating history of assessment within emergence of modern society, (b)exploring social roles and purposes of assessment with case studies in Singapore and elsewhere (c) navigating thetensions and intersections of educational standards, meritocracy, and social justice in assessment, (d) imaginingnew ways of doing assessment for self-directing learning based on educative plural values. Overall, this coursewill provide teachers with insights into why they practice assessment in the way they do and prepare them foralternative ways of imagining assessment futures for greater fairness and inclusivity.	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
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

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Course Code	Course Title	Description	Academic Unit
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
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

Classification: Restricted

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Course Code	Course Title	Description	Academic Unit
MEL923	Literary Theory and Teaching	Central to this course are questions of power and identity in relation to the aims and outcomes of education. How are different critical approaches to literary criticism implicated in the ethics and politics of schooling? What ideological orientations underpin different modern and postmodern approaches to literary criticism? What kinds of subjectivities are privileged and/or marginalized in each of these approaches? How might critical engagements with the theory and practice of literature education inform and even reform teachers pedagogical practices in the classroom? To what extent might an understanding of critical theory call for a redefinition of the desired outcomes of literature education in Singapore?	4
MEL924	World Literatures	This course examines the emergence of world literature as a concept and fi eld in the new millennium. What does it mean to read and teach world literature in an age of high-speed global interconnections, transborder crossings, intercultural encounters and fears about a planetary environmental crisis? Topics for discussion include questions of world-making and worlding; the international book market; postcolonialism and diaspora; nations and borders; memory and history; the dominance of global English; the importance of translation and circulation; and the Anthropocene. Throughout the course, students will engage with selected poems, short stories, novels and essays from Southeast Asia, South Asia, East Asia, the Middle East and beyond. The class will also engage closely with specifi c theoretical writings, including work by Johann Wolfgang von Goethe, Mario Siskind, Kwame Anthony Appiah, and Minae Mizumura, among others, to develop various conceptual approaches to interpreting world literature(s). From the pedagogical angle, students will also compare world literary with nation-centric approaches in teaching literature, focusing in particular on the notion of a cosmopolitan approach to education.	4
MEL930	Language Assessment and Technology in the Classroom	The primary purpose of this course is to offer students who have an interest in language assessment the opportunity to gain practical knowledge and skills, with a particular focus on the use of technology in the fi eld. As part of the course, students will develop an understanding of how emerging technologies, such as artifi cial intelligence (AI), are being increasingly employed in language assessment. Upon completion of the course, students will be equipped to apply their knowledge of language assessment and technology to real-world situations. This course is designed for students who possess a genuine interest in language assessment and are committed to investing the necessary time and effort to engage with the course material. The course delves into theoretical discussions and hands-on activities, allowing students to develop their skills in using technology in language assessment. Ideal candidates for this course are those eager to explore the practical applications of technology in language assessment, including the utilization of AI. As new technologies continue to play an ever-growing role in language assessment, understanding the underlying technology and its applications will prove invaluable for future careers or studies in this area. By the end of the course, students will have acquired practical skills and knowledge that can be readily applied to their future work in the fi eld of language assessment.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4

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Course Code	Course Title	Description	Academic Unit
MHA901	Understanding Learners with High Ability and their Affective and Moral Needs	This course provides an overview to the intellectual, socio-affective and moral needs of learners with high ability. Teachers will be introduced to the historical and philosophical background and current thinking in the education of learners with high ability. The course would also look into the typical personality characteristics of highly intelligent and creative persons. Other issues related to spiritual intelligence, emotional giftedness, moral reasoning, intensities in energy levels and positive maladjustment will be explored. Discussions of motivational and volitional strengths as sources of productive behaviours; underachievement and dual exceptionalities will be featured as well to enhance the capacity of professionals in this area to make a difference in their students development and address their affective, moral, as well as cognitive needs.	4
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
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
MLT917	Artificial Intelligence for Education: A Pedagogical Spectrum	Modern artifi cially intelligent systems for education (AIED) embody various pedagogical models to scaffold participants learning, each of which holds different implications for how the technology is designed and what kind of data is generated. This seminar-based course will showcase concrete use-cases of AI systems for education that are aligned with pedagogies such as mastery, inquiry learning, collaborative learning, socio-emotional learning, embodied learning, and demonstrate how they work and what their limitations are. By showcasing how these different learning possibilities can be created with AI-enabled technology, the course will enculturate participants into the practice of teaching with technology for active learning to create more participatory, connected and refl ective classrooms. Taken together, in strong alignment with MOEs most recent EdTech masterplan 2030, this course will strengthen participants profi ciency in e-pedagogies and their know-how of cutting-edge practices for creating and critiquing technology-enabled learning experiences drawing on artifi cial intelligence for education.	4
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4

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Course Code	Course Title	Description	Academic Unit
MML915	Assessment for Learning in Malay Language Classroom	This course aims to explore the theoretical understanding, issues and complexities of authentic and alternative assessments within the classroom context and alongside the traditional examinations practices. The course highlights the three principles of Assessment for Learning. Firstly, the principle of Making Learning Explicit focuses on the role of the teacher to make learning and assessment meaningful for the learner. The second principle, Promoting Learner Autonomy focuses on the role of the teacher in developing independent learners. Finally, the third principle, Focusing on Learning {Not Performance} aims to get participants to focus on their roles as teachers to challenge traditional assessment attitudes in favor of assessment that is more formative and focused on the learning process.	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
MME913	Algebra and the Teaching of Algebra	This is a specialisation elective course for the MEd (Mathematics) programme. This course contributes to the following programme objectives particularly in the area of algebra and its teaching: (1) build the participants knowledge of the mathematics subject matter; (2) develop the participants competencies in conducting educational research. In addition, the course also addresses teachers and students misconceptions in the learning of algebra in support of another programme objective of providing participants with knowledge related to specific ideas in mathematics education.	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

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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
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

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Course Code	Course Title	Description	Academic Unit
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
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
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

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Course Code	Course Title	Description	Academic Unit
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 well asspecial schools will benefit from this course. In order to benefit from this course, participants are required to have basic knowledge of reading instruction.	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
MTL902	Tamil Literature in Education	The course aims to provide a comprehensive coverage to develop various theories and theoretical approaches through the study of Tamil literature. Introduction and history and components of new poems and drama in Tamil Language. An in-depth study of selected topics on Tamil history and culture in Sangam poems, medieval and modern literature will be taught. By studying Singapore Tamil literature, teachers would be able to comprehend the educational, historical and social changes in Tamil culture and its relevance in todays society. For example, teachers would be able to perform a critical analysis on the readings of curriculum literary texts.	4
MTL908	An Introduction to Sociolinguistics and Bilingualism for Tamil	This module aims to widen students knowledge on Language acquisition theories and background theories on monolingual, bilingual and multilingual contexts. This module also covers the key concepts of Sociolinguistics and bilingualism policy in Singapore. This module will provide additional understanding on student profiling and learning strategies for effective learning acquisition. Creating content and language development lessons to students. The module elaborate on the importance of Standard Spoken Tamil and its development in Singapore.	4

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Course Code	Course Title	Description	Academic Unit
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
MES906	Exercise Physiology	This course explores how the human body responds to acute and chronic physiological demands of sports and exercise. The module will cover energy systems, cardiovascular and respiratory regulation, skeletal muscle physiology and aspects of environmental effects on sports and exercise performance. An integrative approach is adopted to link between basic theories and applied concepts in real life situations. A key focus will be on how research and the underlying exercise physiology principles are relevant to the practitioner. Common assessment techniques with practical applications in sports and exercise physiology will be discussed. Students will perform laboratory work using state-of-the-art equipment, alongside lectures and tutorials. A mix of face-to-face interactions, online learning and group work is implemented in this module. It is intended that students be guided to holistically integrate the knowledge presented throughout the module.	4

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Course Code	Course Title	Description	Academic Unit
MES907	Managing Sport Organisations in Singapore	This module examines fundamental organisational theories in sport organisations. The topics include organisational structure and design, problem solving/decision making, power/conflict and organisational culture. At the end of the module, graduate students will develop a broad understanding of management issues in sport organisations. Graduate students will be involved in assignments that provide an opportunity to examine the latest research in organisational behaviour. In addition, they will be given projects that are both practical and applied including case studies.	4
MES909	Motor Behaviour	This course will equip students with an advanced level understanding of motor behaviour. Topics covered include: Theoretical paradigms in motor behaviour, Motor control mechanisms and explanations, Dynamics and process of skills acquisition, Critical milestones and issues in motor development Applications in PE and sport settings, and research approaches in motor behaviour. Students will get an opportunity to work on a practical problem as part of the research experience. A mix of face-to-face interactions, online learning and group work is implemented in this module. It is intended that students be guided to holistically integrate the knowledge presented throughout the module.	4
MLS941	Critical Inquiry (Clean Energy Physics)	This is a compulsory course offered to participants of Clean Energy Physics who are enrolled in the complete coursework route. Participants in this course will acquire experimental skills/techniques which are specific to Clean Energy Physics Specialisation. This course will enable participants to enhance their higher order thinking skills like critical thinking, problem solving, and application of knowledge through the use of the science Inquiry approach to solve clean energy related problems.	2
MLS944	Nuclear Physics and Fission Energy	Nuclear Energy presently contributes about 15% of the Worlds supply of electricity with minimal production of CO2 and other greenhouse gases. This course provides in-depth coverage of the physics related to nuclear energy (basic nuclear physics, fission reactions, neutron physics, reactor physics, radiation interactions) together with a general overview of some important aspects of nuclear energy systems, including: reactor technologies, the nuclear fuel cycle, uranium and thorium resources, nuclear safety, and the human health effects of radiation. The contribution that nuclear energy can make to the security and sustainability of energy supplies is highlighted.	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

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Course Code	Course Title	Description	Academic Unit
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
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
MLS985	Chemical Ecology	This course explores the role and function of chemistry in mediating interactions among a variety of organisms, including intraspecific and interspecific interactions. The course will cover the range of compound classes involved in chemical ecology. In addition, we will discuss the diversity of species interactions and chemical compounds in terrestrial and aquatic systems, and methods (e.g. analytical and molecular techniques) used to detect these compounds. We will cover defensive and offensive chemistry mediating antagonistic interactions; the evolution of defenses; chemicals mediating mutualisms, competition, and sociality; the physiology of chemical production and recognition; and how chemical ecology affects humans. The biotechnological applications of chemical ecology will also be discussed. This course will include paper discussions of relevant recent literature.	4

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Course Code	Course Title	Description	Academic Unit
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
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
MSM908	Number Theory	This course in number theory aims to introduce you to fundamental concepts in elementary numbertheory, including divisibility and primes, unique factorization, congruences and quadratic reciprocity. Thiscourse is intended for educators, especially secondary and post-secondary school teachers, to help themdevelop in-depth conceptual understanding of some topics in school mathematics such as numbersystems, greatest common divisor, and the Fundamental Theorem of Arithmetic. Real world applicationsof number theory will also be discussed. Examples include the use of check digits for error detection inour National Registration Identity Card (NRIC) numbers and the RSA encryption system for secure onlinetransactions. This course will also lay a foundation for students who plan to learn more advancedmathematics in areas related to algebra and number theory.	4

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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

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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
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

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Course Code	Course Title	Description	Academic Unit
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
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
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

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Course Code	Course Title	Description	Academic Unit
EDHS902	Inquiry into Curriculum and Curriculum Leadership in Social Studies	Many issues and challenges are involved in the implementation of Social Studies, one of the most important subjects for citizenship education. This course prepares you to lead in the development of curriculum and pedagogy for Social Studies. You will be encouraged to explore the multiple meanings of curriculum and the role of curriculum leaders in Social Studies. You will also engage in discourses on the theory and practice of curriculum leadership and examine the academic literature in the field.	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
EDLM901	Theory, Research and Practice in Teaching and Lear	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
EDLM903	Advances in Early Childhood Education: Issues and T	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

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Course Code	Course Title	Description	Academic Unit
EDTM903	Learning Analytics for Science of Learning	The deluge of data and technological advancements has allowed new insights into learning. For instance, eye trackers and emotion detection tools not only enable us to examine learners attentional patterns, emotions, and engagement, but also support us in studying their collaborative interaction patterns more holistically. This course will discuss how learning analytics (LA) can be applied in the Science of Learning (SoL) and review cutting-edge embodied technologies (e.g., physiological sensors and wearables) and relevant theories (e.g., emotions, cognitive load theory). Furthermore, this course will explore how to use various analysis techniques and visualizations to interpret sample datasets. Students will learn about theoretical constructs in LA and the SoL as well as their connection with measurement, various sources of data, data analysis techniques, and LA applications. They will also learn to think critically about data and its use, such as what data can inform us, and how it can help to enhance learning processes and outcomes.	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
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

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Course Code	Course Title	Description	Academic Unit
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

Classification: Restricted