Master of Arts in Professional Education (Training and Development)

Course Code	Course Title	Description
MTD900	Professional Practice Inquiry Skills	This course equips students with the methodological skills to conduct professional practice inquiry in the training, workplace learning and adult learning contexts. It also helps students to start preliminary work for their professional practice inquiry project. * Design survey instruments, interview protocols, and observation protocols for an instructional design project. * Analyze quantitative and qualitative data associated with common data collection methods required in the field of instructional design for an instructional design project. * Draft an IRB application for an instructional design project.
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
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.
MTD903	Instructional Design Models and Practices	This course provides participants with an understanding of the process of systematic instructional design and how it can be executed in practice. Participants will explore the pros and cons of different instructional design models. Using an experiential learning approach, participants will execute instructional design projects to analyze, design, develop, implement, and evaluate training they have designed. Students will also examine the instructional design models versus their own workplace practices through online discussions.

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MTD904	Facilitating Learning and Performance Improvements at Work	Training professionals need to be equipped with the ability to critically examine the roles and purposes of various learning processes in workplace learning contexts. This will be useful in informing course participants on the performance-oriented approach that organizations take to learning and training activities to ensure good return of investment. * Analyse how the workplace, its practices and processes are developing individual capabilities and abilities needed for performance improvement; * Develop a proposal describing and justifying a suitable learning roadmap to facilitate performance improvement of individuals and their school/organisation; * Critically review the proposed learning roadmap and examine the appropriateness of various learning strategies and their effectiveness; and * Critically reflect on views and stance on facilitating learning and performance at the workplace.
MTD905	Workplace Coaching and Mentoring	In today's dynamic working environments, training programmes alone cannot comprehensively fulfill all the competency development needs of organizations. Training professionals need to be equipped with skills for designing and implementing coaching and mentoring as a total competency development solution in organizations. At the end of the course, you should be able to: 1. Identify and develop the knowledge and skills necessary for effective mentoring and coaching in the workplace for both individual and team settings. 2. Demonstrate their ability to critically reflect on their own experience of coaching and mentoring in various roles such a coach, mentor, coachee, mentee, participants and observers. 3. Be able to confidently deploy the acquired coaching and mentoring skills acquired in your work place.

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MTD906	Quality Assurance Processes for Learning Organizations	Learning professionals need to have clear understanding of the theories and practices underlying quality assurance processes at the organizational and systemic levels. This is important as learning professionals need to manage organizational processes to ensure consistent quality training and outcomes. 1. Conceptualise what is a Learning Organisation in an education institution / workplace setting. 2. Examine how learning takes place in a learning organization. 3. Determine the quality of learning in an education institution / workplace setting. 4. Examine the value of learning evaluation and its impact on learning organisations.
MTD907	Training Needs Assessment and Solutions	Training needs analysis (TNA) is a basic process in instructional design that determines the needs of organizations prior to the development of training. It is one of the fundamental instructional design skills that students need to master. Given a performance problem, students should be able to conceptualize a training needs assessment by appropriately applying goal analysis, performance analysis, learner analysis, needs and wants analysis, task analysis, contextual analysis, and feasibility analysis.
MTD908	Training Methods and Strategies	Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. This course aims to provide conceptual understanding of the theoretical underpinnings of selected training/instructional methods and strategies. It aims to provide opportunities for students to explore concrete training/instructional design theories and to design appropriate strategies and/or activities to achieve the instructional objectives. Given a performance problem, the students will be able to apply the instructional theories and approaches to address the needs of the learners and the performance gap.

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MTD909	E-learning tools for Training	In the new information age, many traditional classroom courses or training programs need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice. Through readings, online learning, discussions, and hands-on activities, participants will be able to: * Compare the pros and cons of various web-based tools for training * Compare the pros and cons of various e-learning authoring tools; * Design and develop e-learning lessons by using appropriate tools. * Identify key features of a learning management system and to use a web-based LMS * Apply techniques in digital video production from pre-production, production to post-production to produce an interview video and a training video
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