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CONNECTING EDUCATORS, COLLABORATIVELY DESIGNING LEARNING EXPERIENCES

Assoc Prof Lakshminarayanan Samavedham

Director, CDTL



Dear Colleagues,

Greetings!

Over the last two years, I have been fortunate to serve as Deputy Director at CDTL, and it has been a great experience for me to learn from Huang Hoon the art, science and engineering of creating value for the NUS community through CDTL platforms. In her four years as CDTL's Director, Huang Hoon developed many useful and impactful professional development programmes, workshop series and mentorship schemes for NUS faculty and students (both UG and PG). More importantly, she has won many friends from the community for CDTL through her hard work and warm personality. Her energy and enthusiasm will be sorely missed at CDTL but will now be manifest at University Hall. Team CDTL wishes her the very best as she takes on bigger responsibilities for the University.

From 1st of September 2012, I assumed the Directorship of CDTL. I am happy and really excited to take on this new assignment. In a way, I am not surprised to have arrived at this point. As a freshman at BITS Pilani (India) in 1984, I was drawn towards an education journal called *Chemical Engineering Education* as much as I was drawn to technical journals and textbooks. I enjoyed reading articles where teachers described ways of presenting ideas and posing problems that sparked interest and motivated students. In particular, the works of a brilliant chemical engineering educator, Richard Felder (Professor Emeritus at North Carolina State University, USA) inculcated in me a deep interest for teaching. My PhD supervisors Profs Nandakumar and Sirish Shah, both highly recognised educators and globally renowned scholars, were (and continue to be) excellent role models. As a new faculty member at NUS in 2001, I met an excellent and dedicated group of educators as I underwent my Professional Development Programme (Teaching) (PDP-T) programme at CDTL—Assoc Prof Daphne Pan, Prof Mohanan, Prof Alex Ip and Prof Matthew Gwee as well as Mr. Glen O'Grady (now at the Australian National University, Canberra)—all of them helped me to get a grip on the multifaceted nature of university teaching and drilled into me that student learning was more important than my teaching. My colleagues at the Department of Chemical and Biomolecular Engineering, notably Prof Farooq

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ENGAGING LEARNERS

ENHANCING EDUCATION

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and Prof Rangaiah, have been great mentors over the years. More recently, debates with Fellows of the NUS Teaching Academy have sensitised me to interesting harmonies as well as some wide differences between how different disciplines view teaching and learning. The brief interactions with CDTL's first Educator-in-Residence Prof Daniel Bernstein and the Teaching Academy's first MasterClass speaker Prof Lee Shulman only piqued my interest and curiosity further about how and when high quality learning happens, and the role of teachers in facilitating it. I mention all of the above only to highlight that an association with remarkable personalities and/or their work have enriched and transformed me personally. I feel that my job at CDTL would, through interactions with faculty members and students, help me understand the causal relationship (or even correlation) between teaching and learning (in an era where technology creates exciting possibilities for teaching and learning). I am happy to trade a part of my disciplinary research to gain some insights into the nature of human learning.

I have been asked what I intend to facilitate or make happen during my tenure as the Director of CDTL. As stated earlier, CDTL is a platform that connects people, facilitating the exchange of ideas, thereby aiding the adaptation/transferability of best practices across domains. Facilitators of CDTL workshops and seminars come from various Faculties, Schools and Institutes that dot the NUS landscape—and, by design, CDTL has refrained from advocating any single pedagogical framework, methodology or practice but has only highlighted the several possibilities along with their known advantages and drawbacks.

In the immediate future, I intend to pilot CDTL through a phase of consolidation. We have several successful programmes/workshop series in operation for faculty, teaching assistants and students. Therefore, I do not see a need to introduce anything new immediately. The emphasis will be on further improving the quality of the experience we deliver to the workshop/seminar participants. We will embark on new and effective ways of delivery and participation.

Our plans for the next three years include the following:

- CDTL will initiate a few staff workshops based on the blended learning concept. This will bring in a certain amount of flexibility, convenience and participation options for colleagues without sacrificing the rigours of the programme.
- CDTL will re-conceptualise/re-design our workshops so as to emphasise more active participation.

- CDTL will seek the help of the NUS Teaching Academy Fellows, members of the Department Ambassadors Circle (DAC), an enthusiastic group of faculty members from various Faculties/Schools who meet periodically at CDTL to discuss issues and challenges related to teaching and learning, and any interested faculty members to conduct targeted workshops for faculty members, teaching assistants and students in the Departments/Faculties. Going forward, we anticipate some proportion of the PDP-T, CPDP¹ and TAP¹ sessions to be conducted in a “distributed” manner.
- CDTL will also move some of the mature workshops/sessions online and bring in topics that are in line with the evolving nature of teaching and assessment in higher educational institutions—multidisciplinary team-teaching, e-assessment and feedback, etc.
- CDTL will also better consolidate the outcomes from the research done with Teaching Enhancement Grants (TEG) and via the Teaching Practicum (a component of the PDP-T programme) to make them more visible to the NUS community.

CDTL is, by its very nature and structure, a genuine community property of NUS faculty and students. If the community wills, CDTL can become a venue for seeding and growing innovations and a space for the candid sharing of experiences and challenges. Together, we can make this happen and to this end, I welcome suggestions and involvement from all colleagues. Please do not hesitate to get in touch with me (cdthead@nus.edu.sg) so that we can share and discuss ideas. The entire CDTL Team is happy to be of help to you on any matter connected to teaching and learning.

With best regards,

Laksh

ENDNOTE

1. CPDP and TAP refer to the Continuing Professional Development Programme and the Teaching Assistants Programme respectively. ■

ANNUAL *TEACHING EXCELLENCE* AWARD CEREMONY & *OUTSTANDING EDUCATOR* AWARD PUBLIC LECTURES 2012

At this year's award ceremony, held at the University Hall Auditorium on 9 May 2012, 43 faculty members were honoured for their excellent performance and commitment to teaching. 10 faculty members who have sustained high performance in their teaching were inducted into the Honour Roll. They received their awards from Deputy President (Academic Affairs) and Provost Professor Tan Eng Chye.

In addition, as part of the Outstanding Educator Award (OEA) Public Lecture Series, the audience heard this year's OEA winners, Assoc Prof Hooi Shing Chuan, Dr Lo Mun Hou and Assoc Prof Joseph Ooi share their unique perspectives on educating the minds and hearts of students. You can read the summaries of their lectures in the following pages of this newsletter. The full lectures are available at <http://www.cdtl.nus.edu.sg/tawards/oealecture2012.htm>. ■



Provost presenting the Teaching Awards to
(1) Dr Betty Mok, Dept of Orthodontics & Paediatric Dentistry;
(2) Dr Esther Goh Chor Leng, Dept of Social Work;
(3) Dr Damith C. Rajapakse, Dept of Computer Science;
(4) Assoc Prof Chung Keng Yeow, Dept of Physics;
and
(5) Dr Eddie Tong Mun Wai, Dept of Psychology.



Provost Professor Tan Eng Chye and guests at the start of the OEA Public Lecture Series.

Educating the Mind & Heart at the Yong Loo Lin School of Medicine

OUTSTANDING EDUCATOR AWARD WINNER ASSOC PROF HOOI SHING CHUAN –

YONG LOO LIN SCHOOL OF MEDICINE



“Education of the heart does not mean fuelling “emotionality”. Emotions can be useful but too much of it can be detrimental to good care. Educating the heart is to nurture values that will drive professional behaviours we expect of healthcare providers.”

It was Aristotle who said, “Educating the mind without educating the heart is no education at all.” This is especially pertinent for the medical profession. Patients are often in pain and at a vulnerable time of their lives when they seek medical help. Doctors need both mind and heart to care for patients, whether it is to help them navigate through complex treatment decisions or simply to comfort them, when sometimes that is the only thing that can be done. I will share with you some ways by which we attempt to integrate the education of the mind and heart at the Yong Loo Lin School of Medicine.

Education of the heart does not mean fuelling “emotionality”. Emotions can be useful but too much of it can be detrimental to good care. Educating the heart is to nurture values that will drive professional behaviours we expect of healthcare providers. I will briefly describe how we attempt to get our students to appreciate the relevance of basic science subjects like physiology, and secondly, how we nurture empathy.

Basic science teachers have a unique challenge, especially when teaching first year medical students. Many students feel that basic science is boring, merely an examination hurdle to be gotten over and quickly forgotten after. To these students, the preclinical years is time spent preparing for exams rather than preparing themselves for clinical training. This kind of

attitude often results in a weak foundation for clinical training and is detrimental to lifelong learning. The key to nurturing a “love” for a preclinical subject is to demonstrate its relevance to clinical practice.

A great pedagogical tool to demonstrate the relevance of basic science to clinical practice is simulation. Simulation allows for experiential learning and enhances understanding of basic science. As the ancient Chinese proverb goes, “I hear and I forget, I see and I remember, I do and I understand.” Simulation immerses students in real-to-life clinical scenarios, giving them an opportunity to “do” and apply what they have learnt in a safe environment, enhancing their understanding of the subject. For example, after teaching them about the cardiac cycle, I get students to apply what they have learnt to time heart murmurs, or work out what causes the different components of the jugular venous pulse and how they change in various clinical scenarios using a cardiology simulator. At the touch of a button, we can simulate more than 30 different clinical scenarios, each of which presents a wealth of opportunities to “practice” physiology. Students apply principles of physiology to make choices on the best interventions to support life, and depending on their choices, the “patient” (a simulator) will either improve or deteriorate. Either way, learning is facilitated in these “adrenalin-charged” learning encounters. Students are more engaged and enjoy these learning sessions far more than traditional lectures and even tutorials.

Another value that we attempt to nurture among our students is empathy. Patients want their doctors to be empathetic. Empathy is defined as the “identification with and understanding of another’s situation, feelings and motives” (*The American Heritage Dictionary of the English Language*, 2003). The Department of Anatomy nurtures empathy in first year medical students as they learn their



Students from the Dept of Anatomy perform at the Silent Mentors ceremony, which commemorates the contributions of those who gave their bodies for dissection in their classes.

anatomy, by getting students to express their gratitude and pay their respects to those who had given their bodies to be used for dissection in their anatomy classes in a meaningful ceremony. In the course of their reflection, students learn that “every life has a story to tell” and “how alike we human beings are to one another”. They begin to make a connection with others, and in so doing, grow in empathy.

The school also rolled out a pilot initiative this academic year, the “Longitudinal Patient Experience” programme, where students get to follow a patient with chronic illness from the clinic to the home. Through home visits throughout the year and the mentorship of a supervisor, students get a glimpse into the life of the patient behind the illness, and begin to understand the challenges that the patients face as they try to manage their chronic illness. In the process, the students gain a better understanding of the healthcare and social systems affecting patients with chronic illness.

The School also encourages and supports student involvement in community service programs, especially those targeted at needy families. There is a direct correlation between

community service involvement and empathy scores on the Jefferson Scale for Physician Empathy (Brazeau, Schroeder, Rovi & Boyd, 2011). We also believe that serving the community nurtures empathy. An example of such a programme is the Neighborhood Health Screening programme. This is a student-led initiative supported by the School, in which Medical and Nursing students work together to screen under-served communities in Singapore for chronic diseases and then work with healthcare providers in the community to monitor and help patients manage their illness. Such community involvement gives students deeper insights into the people they will be serving as doctors and nurses in future and empowers them with the knowledge that they can begin to give back to society and make a difference in the community as students. Students who have been involved in the programme reported gains in learning domains such as leadership skills, communication skills, teamwork and the ability to identify social issues.

I end with a quote from the renowned physician Sir William Osler who said, “The good physician treats the disease. The great physician treats the patient who has the disease.” The School aspires to produce great physicians for Singapore and the world. You can treat disease with the mind, but to treat the patient who has the disease, the physician must engage both mind and heart. That is why we continue to strive to educate both the minds and hearts of our students at the Yong Loo Lin School of Medicine.

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Enough About You, What of Me? Or, Against Empathetic Learning

OUTSTANDING EDUCATOR AWARD WINNER

DR LO MUN HOU – UNIVERSITY SCHOLARS PROGRAMME



“In encouraging students to put themselves in the place of others, we have to be sure that they are not usurping this place, that they are not turning other people’s experiences into a mere referendum on their own lives.”

In February 2012, some students in the University Scholars Programme organised “Dining in the Dark”, during which participants, in an effort to understand what it is like to be visually impaired, had to complete a series of tasks in pitch darkness. Later that same month, as part of Islamic Awareness Week, the NUS Muslim Society held a “Hijab Challenge”. For this initiative, after learning the meaning of Islamic modesty, students volunteered to wear the Muslim headscarf for a day. “We wanted,” one of the organisers explains to the *Campus Observer*, “to give people a chance to step into our shoes.”

These two commendable initiatives, both trying to get students quite literally to occupy the place of an other, share a reliance on empathy as a tool for education. For our simple purpose, we can define “empathy” as the ability, or at least the desire, to understand another person’s feelings, thoughts, and experiences. Such events are not isolated, and they have become more prominent and systematic in recent years. Many community service projects, or even the umbrella idea of service learning, likewise assume the pedagogical or, more broadly, humanistic value of empathy. This is a laudable development: it implicitly disputes a Cartesian tradition that would hold education as something that can only be carried out at the level of reason, the intellect, and the mind, and instead targets emotions, affect, and even the body as viable sites for such education.

Despite, or because of this, it is important to subject empathy to critical interrogation. I want in this paper to suggest a potential pitfall of empathy; this does not imply that we should not employ empathy in education, just that we should do so carefully, for reasons I will explain.

Without meaning to, Azar Nafisi’s bestselling memoir *Reading Lolita in Tehran* can help us glean a limitation of empathy. Published in 2003, the book records Nafisi’s experiences after she returns in 1979 to live in Tehran, the city in which she was born. Though she scores a job as a professor of literature, she eventually loses the position because of her refusal to wear the veil. Because Nafisi loves teaching, she sets up an informal book club, taught out of her own house, for her female students; thus the memoir tells their stories, as well as the history of modern Iran, via discussions of the book club novels.

The argument, or even moral, of the book is not hard to pick out: over and over, and in various ways, Nafisi valourises empathy. For instance, she will classify a novel as great when its *theme* is empathy. Nafisi also anoints realist fiction the highest literary *genre*—she calls it “democratic” (p. 132)—because it allows readers to access the interiority of, and thus to empathise with, its characters. Most simply, her favourite *characters* are those who are empathetic, which is why she conversely proclaims, “the villain in modern fiction is...a creature without compassion, without empathy” (p. 224). Given the book title, we know that the most monstrous of such villains is the antagonist of Vladimir Nabokov’s *Lolita*, Humbert Humbert. Oddly, Humbert’s paedophilia seems like the *least* of the reasons Nafisi adduces for his villainy. “To reinvent her,” Nafisi instead observes, “Humbert must take from Lolita her own real history and replace it with his own... We know Lolita not directly but through Humbert... This is what [many have] called Humbert’s solipsization of Lolita” (p. 36-37). In other words, for Nafisi, the opposite of “empathy” is not so much its absence. Rather, it is “solipsization”, when a person considers everybody else not as subjects in their own right, but turns them into mere extensions of him- or herself.

Yet, interestingly, as the book progresses, the line that separates “empathy” from “solipsization” becomes very uncertain. In the memoir’s closing section, a few of the students in the book club, such as Nassrin, leave Iran. Those who remain obsess over what these departures mean for *them*, spurring a slightly irritated Nafisi to reflect:

Other people’s sorrows and joys have a way of reminding us of our own; we partly empathize with them because we ask ourselves: What about me? What does that say about my life, my pains, my anguish? For us, Nassrin’s departure entailed a genuine concern for her, and anxieties and hopes for her new life. We also, for the moment at least, were shocked by the pain of missing her, of envisioning the class without her. But in the end we finally turned back towards ourselves, remembering our own hopes and anxieties in light of her decision to leave. (p. 325-6)

Nafisi half-recognises in this passage that what allows us to empathise with other people is, in essence, a kind of self-centredness. Her students *are* concerned about their friend Nassrin, but this empathy is both enabled by, and also leads back to thoughts of self: “in the end we finally turned back towards ourselves”. Nafisi does not call this “turning back” solipsism, but there is no discernible reason why we cannot. In this moment, Nafisi—contrary to what she has spent the rest of her memoir arguing, and thus somewhat in spite of herself—comes close to acknowledging the precariously thin line between empathy and solipsism. Rather than being opposites, these values are more like two sides of the same coin. We need a certain amount of solipsism for empathy, though we should also try to guard against empathy flipping over into solipsism.

That is a lesson we would do well to keep in mind whenever we employ, as we should, empathy in education. In encouraging students to put themselves in the place of others, we have to be sure that they are not *usurping* this place, that they are not turning other people’s experiences into a mere

referendum on their own lives. When students empathise or identify with another, they need to not flatten the differences that remain, that should remain, between them. (This is why something as seemingly unrelated as teaching students how to write comparative essays—during which we propose similarities and differences between two things, or more generally try to conceptualise a dynamic relationship between them—arguably affords me a chance to prompt students to reflect on empathy.) That is what empathy without solipsism should entail. Practically speaking, it might mean that, when NUS students go on a study trip to the slums of India, we help them to register the affinity they have with the slum dwellers without luring them into believing that they can *completely* understand poverty just because, say, they once found it hard to afford iPads. Appreciate sameness, but recognise difference.

If it is any comfort, this tightrope we all should strive to walk is by no means a new one. The dilemma of how to be empathetic without being solipsistic is the age-old problem of how to relate to the other *as* other; it is what philosophers might call the problem of otherness, writ small. It is not intractable. However, we do have to begin by recognising that empathy is not unequivocally wonderful, that it brings with it the potential of solipsism, and the problem in the end stems from nothing less than the incommensurability of self and other.

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Four Lessons from “Kungfu Panda”

OUTSTANDING EDUCATOR AWARD WINNER

ASSOC PROF JOSEPH OOI –

SCHOOL OF DESIGN AND ENVIRONMENT

“Kungfu Panda is a heart-warming story of an unlikely hero who overcame great obstacles to turn his dream into a reality. Beyond its entertainment value, this fun-filled movie contains valuable lessons on teaching and learning. Drawing parallels from the story, I recount my journey in teaching, which like kung fu, is an art that connotes a sense of trained ability or mastery of a skill or craft.”



1. EVERY GREAT THING STARTS WITH A DREAM.

The movie starts with a dramatic scene of Po fighting alongside his idols, the legendary Furious Five (Tigress, Crane, Mantis, Viper and Monkey) to defeat an army of villains. Alas, it was only a dream, a crazy dream it seems! Like Po, many of us can recall having childhood dreams. However, at some point in time, many cast aside these childhood dreams. What happened? Maybe as they grew up into adulthood, they learnt that dreams and fantasies were for children and would have no place in the adult world. Maybe, they learnt from bitter experience that dreams and disappointments were correlated. The bigger the dream, the greater the disappointment! As such, in order to insulate themselves from being hurt, they stopped dreaming.

However, dreams are important. To be honest, my pursuit of teaching excellence involved pursuing a series of dreams, starting from scaling small hills to eventually aiming for the peak—the Mount Everest of the OEA! In the words of the great American industrialist Henry J. Kaiser,

“I always have to dream up there against the stars. If I don’t dream I’ll make it, I won’t even get close. So, dream a great dream, a lofty dream, an impossible dream!”

2. THE FIRST STEP TO OUR DREAM IS TO WAKE UP.

We all have to start somewhere; to paraphrase the Chinese philosopher Lao Tzu, “the journey of a thousand miles begins with the first step”. In the world of dreams and fantasies, we can do anything—from beating the most powerful foe with one little finger, to executing the most difficult stunt. However, in the real world, nothing worthwhile is easily obtained.

In the movie, Po’s initial reception by the Furious Five and their master, Shifu, was anything but warm. He was ridiculed and poked fun at. In one scene, Tigress, his idol, told him straight in the face, “Look, you don’t belong here! You are a disgrace to kung fu!” In another scene, Shifu derided Po: “Look at you! This fat butt, flabby arms, and this ridiculous belly, and utter disregard for personal hygiene... Don’t stand too close, I can smell your breath!”

When I first started teaching, I also encountered critical comments from students (despite my good intentions and best efforts). Some of these comments included:

- “he lacks confidence... should be more at ease”,
- “need to improve on his presentation style... always reading straight from the slide. Not very clear during [the] lecture”,
- “his lectures are not well organized. Notes are often out of order” and
- “content [is] too dry and technical”.

Two negative responses to such criticisms would be denial and self-pity. Denial would involve rejecting negative feedback by rationalising that students do not know how to identify “good” and “bad” teaching; that their view of a good teacher is based primarily on popularity and showmanship rather than substance. Self-pity, on the other hand, would involve allowing the negative feedback to eat into one’s confidence and emotion, which could lead to depression and making excuses about one’s teaching skills. In the movie, a dejected Po cried, “I suck! They totally hate me! How is Shifu ever going to turn me into the Dragon Warrior? I mean, I’m not like the Five. I’ve got no claws, no wings, no venom, even the mantis has this... Maybe I should just quit!”

In short, critical words can break the confidence of a young apprentice. I am glad that Po did not quit despite such setbacks. If he had, his story would have ended there and then, and there would have been no “Kung Fu Panda”. I wonder how many stories have remained untold and dreams unfulfilled because someone said, “I quit!”

3. WE MAY NOT BE BORN WITH TEACHING SKILLS, BUT WE CAN ACQUIRE THEM THROUGH PERSEVERANCE.

A quick question—are kung fu masters born or made? In the movie, the villain Tai Lung was a natural kung fu fighter. Everyone said, “He is a prodigy!” He mastered every kung fu move very quickly. However, despite his superb skills, Tai Lung’s pride eventually turned him into a monster. Po, on the hand, was fat and clumsy. Although unskilled at first, he eventually mastered the art of kung fu because he persevered and refused to give up.

Similarly, are excellent teachers born or made? Some are naturally gifted. They have intelligence, good looks, charisma, verbal fluency, a pleasant voice, and a good memory! In my case, it was the exact opposite—for one thing, I am not a naturally fluent speaker. Language and grammar are not my best subjects. Inhibited by a lack of confidence and self-consciousness, I used to suffer from stage fright. However, I was determined to take every opportunity to learn and improve my teaching skills—both informally, from colleagues and formally, from attending courses organised by CDTL. I recorded my lectures, reviewed them over and over again, and solicited feedback. I read books on public speaking,

making good presentations, and general teaching. I also made an effort to master the subject knowledge; I learnt to tell stories and to develop my own style of teaching.

4. THE SECRET TO UNLIMITED POWER IS TO “BELIEVE”.

In the movie, the hero and the villain fought over the Dragon Scroll, which contained the secret to unlimited power. However, when the scroll was eventually unveiled, it turned out to be an anticlimax because the scroll was blank. Po later discovered that the secret of the scroll is simply to “believe”. In another scene, Shifu had an exchange of words with Grand Master Oogway on Po’s potential. Shifu was dismissive of Po, saying, “The panda? He is no dragon warrior!” However, Grand Master Oogway, in his wisdom, foretold that, “maybe he can, if you are willing to guide him, to nurture him, to believe in him!”

As a teacher, I believe in the value of education. I also believe in what I teach. Most importantly, I believe in my students who are really the hope and future of the real estate profession. I honestly believe that the best buildings have yet to be built, and the most innovative real estate deals have yet to be structured, because the people behind those buildings and deals are in my classroom today.

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OUR EXCELLENT TEACHERS SPEAK...

This year's first time ATEA winners talk about their approaches to teaching and share examples of what they are doing to enrich their students' learning journeys.



Mrs Chen Ing Ru

Centre for Language Studies, ATEA winner

When I am teaching, I try to

- engage the students and get their attention,
- provide linguistic exposure and meaningful input,
- encourage discovery learning,
- understand how my students learn, anticipate their needs and incorporate them into my teaching.

The pictures on the right were taken during a class activity of the module LAG2201 “German 2”. The focused linguistic feature was the imperative sentence. The students were asked to download and print out the worksheet and complete the tasks—giving suggestions/advice—in class by looking through the utterances on the posters. After the communicative tasks, the students were asked to focus on the forms and write down the linguistic rules on their own. ■



Dr John Paul Dimoia

Dept of History, ATEA winner

In my teaching of the history of science, technology and medicine (STM), I aim to put the classroom in conversation with the material world, whether this involves an excursion to a traditional Chinese medicine (TCM) clinic, a field trip to Biopolis, or even just by putting students in touch with their own experiences as Singaporeans in a highly mediated, technocratic society.

My teaching is also very much informed by two of Melvin Kranzberg's laws of technology:

- Technology is neither good nor bad; nor is it neutral, and
- All history is relevant, but the history of technology is the most relevant.” ■



Dr Dimoia (first row, second from left) with his History of Medicine/ Biosciences class in front of the SARS statue at Biopolis.

Dr Saif A. Khan*Dept of Chemical & Biomolecular Engineering, ATEA winner*

Lecturing large classes at NUS offers lecturers many valuable opportunities for self-improvement and reflection on teaching. I think it is fair to say that as far as instilling in our students a drive towards creativity and critical thinking is concerned, the buck stops at us teachers. Being an experimentalist myself, I am intensely excited and challenged by a goal I have set for myself—to try and not teach the same module exactly the same way twice. A continuously

evolving series of experiments over the years with module content and emphasis ('flavour'), delivery and the modalities of interaction with students ensures that I am constantly engaged in self-reflection and crucially, attempting to exercise some creativity in methodology that students can relate to not merely as a 'prescription', but also as a 'process'. ■



Dr Lim (front row, second from right in blue sweater) strikes a lighthearted pose with his class.

Dr Stephen Lim Wee Hun*Dept of Psychology, ATEA winner*

As a teacher of psychology at the NUS, my deepest desire is to bring life-transforming experiences to all my students. One of my pedagogical strategies is the inculcation of critical thinking skills in my students. I would challenge them to evaluate why psychology is the way it is, and to ultimately work towards inventing new scientific knowledge. Another key strategy is the use of teaching innovations to motivate and reward my students in their

learning journeys. For instance, I recently created the Stephen Lim Sustained Critical Thinking Award which recognises an NUS psychology student who has completed three academic modules under my instruction, and consistently demonstrated critical thinking excellence.

Here's a short excerpt from the Faculty Teaching Excellence Committee's citation on my pedagogy:

“Dr Stephen Lim [the honoured recipient of the 2011 Faculty Special Critical Thinking Award] has been teaching for only a year but has already shown himself to be an exceptional teacher. His overall teaching effectiveness scores for all five modules, which included a small class of 15 students and a large class of 199 students, are way above 4.500, three of which are above 4.800 and all of which are way above the departmental average of 4.083 and the faculty average of 4.089. The percentage of teaching award student nominations he received ranged up to 78%. In particular, he received 106 nominations (out of 177 respondents) for PL2131, a difficult statistics class which Psychology majors would rather avoid. These achievements are all the more impressive considering that this was the first time that Dr Lim had been put in charge of teaching an entire module (or rather, five entire modules). Dr Lim started several innovative programmes to motivate his students. For instance, he instituted the “Stephen Lim Innovative Idea Prize” in his classes to encourage critical thinking and the “Stephen Lim Commendation” to encourage strong research. Dr Lim excels in research supervision. He works with his students on various research projects practically round the clock. The research projects that his students engaged in have produced novel findings, and some of these projects have won international best research prizes and awards. His teaching philosophy has proven to be highly impactful. As one of his students commented, “Prof Stephen is one of those teachers I would really call life changing.” ■


Professor Reynaldo Ilet

Dept of Southeast Asian Studies, ATEA winner

Being in the “twilight years” of a 40-year long career, I have approached my teaching rather differently. First of all, I am what I am and I do not pretend to be anyone or anything else in front of my students. As much as possible I reveal to them my family and educational background, and those key experiences in life that I feel would help them make sense of what it means to be a student, a scholar, a teacher, a breadwinner, and a citizen of a nation. I let them peer into my own struggles, disappointments and joys in trying to

make sense of the world around me, not just when I was undertaking formal studies but through coping with challenges I encountered in life and work after my schooling. At my age, there is much I can share with the youth by simply tearing away the veil that is instinctively erected around one’s persona especially by younger teachers trying to fashion a career and get ahead in the profession, as I once did.

Secondly, I am what I write. In the modules I have taught in NUS, I have always set my own works in the readings. The corpus is quite substantial by now: three major and two minor monographs, all self-authored, plus dozens of book chapters, journal articles, and sundry publications. By letting students read and discuss my publications, I give them the opportunity to interact with an author, a producer of knowledge, who has attracted praise as well as criticism for his works. Students then begin to understand how knowledge is shaped and circumscribed by a multitude of factors, not the least being the author’s intellectual formation, his philosophical and political positions, and his own desires and knowledge-blinkers. ■

Dr Aaron Danner

Dept of Electrical & Computer Engineering, ATEA winner



One of the classes I teach is Analog Electronics and my favourite activity in this class is a laboratory session in which each student has three hours to build a working radio transmitter from basic parts like transistors, resistors, capacitors, and inductors. This is a difficult challenge for the students, and I make it even more challenging for them by assigning

a different broadcast frequency to each student, which means every circuit is different. It is a strictly outcome-based task—students do not receive lab marks until their circuits work, which encourages students to come to class prepared. Designing and building a radio transmitter is a complicated task requiring sophisticated know-how; it is one of those tasks that makes an electrical engineer feel like an electrical engineer, and the act of bringing together multiple skills that they have learnt to build a working circuit is deeply satisfying for both student and lecturer. Occasionally, I have seen students go on to build even better transmitters on their own after class, just because they were interested and motivated. This makes for fun and fruitful learning. ■

Dr Heng Cheng Suang*Dept of Information Systems, ATEA winner**We were all young once, so let's be the teacher we wish we had ...*

By transporting ourselves back to our university days, we might better empathise with our students and appreciate what they desire. Just like them, we were full of delight to be admitted to the university. Just like them, we were also full of anticipation about entering this new phase of life. Just like them, we once looked forward to the first day of

school. (oops, only the first day of school?! *smile*) However, reality soon set in. We encountered all kinds of professors and instructors, attended many lectures and tutorials, and experienced varied teaching styles. There were some teachers who inspired us in one way or another, so we remember and aspire to be like them. There were also some teachers whose teaching styles and habits we or our fellow classmates were guilty of criticising, so we learnt and refrained from repeating their mistakes. Based on these recollections, we should constantly ask ourselves: what if we were in the students' shoes? Would we have loved the class? If you answered "yes", I am sure you have already taken pains to enrich your student's learning and made their educational journey exciting! ■

**Dr Chew Eng Hui***Dept of Pharmacy, ATEA winner*

Ibelieve that a teacher forms the bridge between students and the knowledge available in textbooks. It has been my privilege to be part of my students' education, where I see my role as not just confined to presenting textbook knowledge in a comprehensive manner to students. In fact, I believe in teaching that connects concepts to practice, stimulates independent thinking and inculcates in students an attitude of lifelong learning.

Through my teaching and research activities, I have had opportunities to interact with undergraduates and research students. I respect and pay attention to their questions, which have made me realise that a subject matter can be perceived and interpreted in many different ways. I cherish the question-and-answer sessions with my students as very often, they have evolved into interactive two-way discussions. Students also gain more self-confidence through questioning. If anything, this is one approach that I consistently apply to achieve the goal of empowering students with the ability to think and learn independently. While the desirable outcomes of effective teaching may only surface in students far beyond the completion of a module or the course itself, when they do, they can be perpetual and impactful. As much as I have benefitted from the excellent teachings of my own teachers and mentors, I hope to do as much as I can to inspire students of today and in doing so, help to nurture excellent teachers of tomorrow. ■



Assoc Prof Lee Yuan Kun

Dept of Microbiology, ATEA winner

It is human nature to love story-telling and have a good laugh. That is how we have learnt through the ages and that is how I believe we can approach teaching. When we weave facts and theories into a coherent story and sprinkle in a bit of humor, they arouse our students' curiosity and they are motivated to acquire a greater thirst for knowledge, making learning an enjoyable and gratifying process for them. ■

Dr Chang Jiat Hwee

Dept of Architecture, ATEA winner



One of my beliefs that has shaped my approach to teaching is encapsulated in the phrase taken from Mike Hulme's *Why We Disagree About Climate Change* (2009)—“disagreeing is a form of learning.” In that book, Hulme argues that agreement and consensus are not the only bases for learning; we can learn just as much from controversies and disagreements. I believe that “disagreeing as a form of learning” is especially relevant to the controversial subject of climate change and sustainability that I teach and to the type of interdisciplinary teaching that I do.

I see disagreeing, especially if it is done not for its own sake but as a way of questioning normative assumptions and the status quo, as an important part of my teaching not only because climate change is a controversial subject. The ability to disagree in an informed and constructive way provides an effective counter to the fairly rampant “greenwashing” which tends to occur in the sustainability discourse we see around us. It is only through critically interrogating assumptions, discerning hidden values and evaluating evidence that one could navigate this complex terrain of claims and counterclaims of sustainability.

The same belief can also be applied to my teaching of architectural design. One of my best design teachers once said, “A good question is better than the best answer.” This quote could be interpreted in a number of ways but I understand it as an attitude that encourages the pursuit of new avenues of enquiry over the reliance on tried-and-tested solutions, such as the prescriptive way of teaching/learning which is quite prevalent in a profession that has its roots in the apprenticeship system. It is also about seeing design creativity as, to plagiarise a well-known computer firm's marketing slogan from yesteryear, “thinking differently”, that is, to explore a familiar problem from an unusual point of view, to ask questions that have not been asked so that a creative solution can be found. ■

Assoc Prof Celestial T. Yap*Dept of Physiology, ATEA winner*

Learning is fun. But learning that is structured mainly around passing examinations is neither fun for students nor for teachers. It is often challenging to extricate students from such a psychology that makes for a nasty experience in learning.

My approach has been to create learning around ‘play’, such as designing classes where students can ‘pretend’ to be part of a medical team, trying their best to understand what happened to their ‘patient’ and suggesting what to do. You can see the sparkle and thrill in their eyes when students step into their professional roles. I also encourage them to ‘play the teachers’ in tutorial sessions, allowing them to lead the discussion and cross-examine their peers. After all, to teach is to learn. How often have we wondered if work could be more fun if only work was really like a hobby and not just a set of tasks which we have to complete? I think we can make hobbies of learning and teaching too. That would make our days with students truly fun-filled. ■

Dr Peter T. Vail*University Scholars Programme, ATEA winner*

Trained as an anthropologist and a sociolinguist, I strive to make my interdisciplinary undergraduate modules as practically engaging and field-based as possible. Yet while both my disciplines are amenable to such a hands-on approach, they also pose an epistemological hazard: the remote cultures and languages we study are always implicitly *externalised*, i.e. they are always



Dr Vail [fifth from left] and his students with villagers from a Mlabri village in Nan Province, Thailand.

about *someone else*, thereby leaving students’ own lives and beliefs myopically unexamined and thus disconnected from the topic of study. To mitigate this, I try to make each topic I teach apposite by inviting students to examine their own unquestioned beliefs and habituated practices in engaged, reflexive and experiential ways. For example, in a course focusing on language, culture and cognition, students are asked to uncover their own linguistic ideologies and the connections their personal linguistic practices have to the broader cultural issues debated in the linguistic anthropology and cognitive science literatures.

In my advanced writing and research course, one involving ethnographic fieldwork among indigenous peoples, I centre the module on an epistemological issue germane to students as emerging academic authors: specifically, how will they critically approach producing academic knowledge and ethnographic facts based on their own field experiences? In other words, rather than focus the class solely on the ethnographic data regarding the exoticised ‘other’ people that they encounter, I structure the class in a way that asks students to constantly evaluate their ongoing relationship with the people they are studying, and to consider how they can responsibly transform their ethnographic data into academic scholarship. In this way, rather than the ‘human subjects’ of social science serving as a way to tacitly and impersonally define ourselves by what (or whom) we presumably are not, I instead encourage students to be reflexive, interactive, and responsible—to work *with*, rather than *on*, the people they study. ■

Versatility in Teaching

PROFESSOR FAROOQ SHAMSUZZAMAN

& PROFESSOR NEOH KOON GEE – DEPT OF CHEMICAL & BIOMOLECULAR ENGINEERING

INTRODUCTION

What differences should be expected in the teaching portfolio of an Assistant Professor going for promotion and tenure (P&T) versus a senior Associate Professor preparing for promotion to full professorship? We have received varied answers when we raised this question in our informal discussions with many colleagues. One suggestion that stood apart from the rest was versatility. Why did it stand apart? Why didn't this attribute cross more minds? Does it mean that versatility is an *unnecessary* expectation? Note that we could have used *unreasonable* or *unachievable* in place of *unnecessary*. However, we have not done that to make this question independent of the circumstances we may currently be in so that we can tackle this question from a broader perspective.

In this article, we use versatility to mean the academic's ability to teach core and elective modules well, whether at undergraduate and postgraduate levels or to large and small classes. We also consider an academic versatile when he or she also engages in pedagogical innovation and makes scholarly contributions on educational matters with demonstrated benefits to student learning. All these expectations cannot be fulfilled simultaneously or in a short span of time. One is expected to accumulate as much of these attributes as possible as part of one's continual self-development in an academic career. Opinions will differ on the desirable order in which the path of progression should be mapped out. We assess this rather sensitive issue with three hypothetical but not unrealistic scenarios. In the end, we share our viewpoint rather than offer a prescription.

THE THREE SCENARIOS

An assistant professor X was assigned to teach a core module Y with over 250 students when he joined the university, because his research interest was either in a related area or the teaching of Y had been left vacant. Let us further assume that his student feedback scores were initially below 4 and they slowly improved to well above 4 by the time he applied for P&T. Student feedback comments indicated that he was conscientious, friendly, approachable, and he explained difficult concepts well and gave very organised notes. The peer reviewers said the lecturer gave an authoritative lecture using

well-prepared PowerPoint slides, the students were attentive, the lecturer asked questions to engage them and in some cases the students even responded, he uploaded all his notes to IVLE, and the assignments were appropriate and adequate for differentiation. He received the faculty-level teaching award a couple of times and was an Annual Teaching Excellence Award (ATEA) winner once. At all levels of P&T evaluation, his teaching received a positive rating and together with his solid research performance indicators as well as reasonable service contributions, his P&T application was successful.

Scenario 1

He continued to teach the same module all these years since his P&T. He met 75% of his teaching quota by teaching module Y because he was taking all 10 tutorial classes. He was assigned laboratory supervision to fill the remaining 25%. In addition to similar student feedback and peer review comments as in the past as well as a few more faculty-level and ATEA awards, his present teaching performance indicators also included serving in the departmental curriculum committee for a few years. During his membership in the curriculum committee, the department revised the undergraduate curriculum to streamline the specialisation options. He was also the programme manager for a postgraduate programme for some time.

Scenario 2

There was no indication that he had participated in any curriculum or module development work. However, he used the opportunity of teaching the same module for many years to systematically investigate the effectiveness of various modes of student engagement. He periodically shared his findings with the University community and published one scholarly article in an international educational journal. Other aspects mentioned in Scenario 1 remained unchanged.

Scenario 3

He neither participated in any curriculum development work nor did he undertake any educational research. During the annual review following his P&T, he discussed his long-term plans with the Head of the Department and proposed to diversify his teaching portfolio instead of filling up his quota with 10 tutorials and many sessions of laboratory supervision. It was agreed that he would develop undergraduate and postgraduate elective modules, one at each level, and offer

them in alternate semesters. He developed the two modules as he intended to and successfully offered them a few times. His student feedback and peer review reports on these elective modules testified that he equaled or even surpassed his previous performance. Again, other aspects mentioned in Scenario 1 remained unchanged.

THE DEBATE

There is no denial that each scenario presented some unique strengths of the candidate and he would qualify to receive a favourable rating for teaching. Nevertheless, it should spark introspection and debate if these scenarios are placed in front of a group of academics for ranking.

In Scenario 1, the candidate has contributed to educational affairs, which is often non-trivial and therefore demands considerable time and effort. There are also not many in a department who have the necessary aptitude and at the same time are willing to put in the effort. Of course, one needs to be careful with the tendency to equate mere membership to the curriculum committee as an indicator of contribution to education. Administrative work is important, but it fits more under service. The candidate's educational contribution in a curriculum committee should be measured by the novelty of his or her ideas and initiatives, as well as their thoughtful implementation and impact. If he has demonstrated one of these, he deserves recognition for his contributions. He could choose some other less time-consuming committee work and save his energy to do more in research. There should also be some assessment of value addition in his laboratory supervision work. Examples of such indicators are proactive measures to improve the laboratory instruction manuals and protocols of existing experiments, developing new experiments, and engaging the students to better appreciate the relevant theories covered in the lectures.

In Scenario 2, the candidate's publication in an international educational journal will clearly stand out since this element is not yet very common among the academics. Academics evaluating his contributions will feel more confident to credit him for the appropriateness and value of his investigation and findings.

In Scenario 3, where the candidate chose to develop electives, he demonstrated a certain passion for and attitude towards teaching that made him uncomfortable in the stereotypical comfort of repeating the same tutorial 10 times every week. In all likelihood, these electives were in the areas of his immediate research interests, which would be excellent vehicles to introduce students to new areas/applications of knowledge. With increasing emphasis on a knowledge-based economy, more of such electives render those essential links that provide a curriculum with the fabric of contemporary relevance.

CONCLUSION

NUS is both a public and research-intensive university. As such, it may not be an unnecessary expectation for a professor in such an academic institution to have the experience of introducing a core module to a large undergraduate cohort while sharing the excitement of his research expertise with more focused groups at the senior undergraduate and postgraduate levels. This will help the academics to have a broader understanding of the pedagogical challenges in a research-intensive public university. From an institutional point of view, faculty members with demonstrated experience in teaching a variety of modules can provide students with a richer educational experience, and also greater stability in the educational programmes in the event of human resource changes.

Thus, in comparing the three scenarios discussed above, would it not seem that Scenario 3 offers more tangible and intangible benefits for the institution, students as well as the individuals? If so, shouldn't academics first strive to achieve some degree of spread in teaching as a norm and then progressively enrich their portfolios with the other scholarly attributes mentioned in Scenarios 1 and 2?

Using the storyline of the three scenarios, we have shown how we can improve our contributions even under the limitations we face that are beyond our control. More importantly, any one of three scenarios will require some conscious thinking and effort on the academic's part. Thus, even if the preference differs from our expressed view, both the individual and the institution will benefit so long as any combination of the discussed possibilities are considered. ■

FOS TEACHING WORKSHOP ON ACADEMIC INTEGRITY

The Faculty of Science (FOS) held its Annual Teaching Workshop on 18 April 2012, and this year the Workshop's focus was on academic integrity. The speakers shared their experiences in dealing with academic integrity in the classroom and the challenges they faced, notably guest speaker Dr Teresa Fishman, Director of the International Centre for Academic Integrity (ICAI) at Clemson University.

Dr Fishman began her session, entitled “Teaching Integrity: Can it be done? Should it be done? How should it be done?” by asking those present to consider the extent to which integrity plays a role in the respective disciplines that they teach. According to Dr Fishman, when it comes to promoting academic integrity and reducing the prevalence of cheating on campus, one of the biggest challenges that educators face is the fact that students think maintaining integrity is someone else's concern, when the reality is that everyone who is involved in academia, both students and educators, should be concerned with these issues. She shared about ICAI's efforts to change this perception, with initiatives that focus first on correcting negative (student) behaviour, to working with educators to improve pedagogy methods and ultimately creating “cultures of integrity” on campus. She emphasised that academic integrity must be a visible and substantive component of education in order for students to be able to adopt

such behaviours, and “developing self-awareness of the issues is a necessary first step”. One simple way to help students develop such self-awareness is to put up, together with the module's learning objectives, statements which promote the development of good behavior and integrity during the introductory lectures or class for the semester.

Besides Dr Fishman, the workshop also featured colleagues from FOS who shared their concerns about incidences of plagiarism that they have in their classrooms. According to Dr Adrian Michael Lee (Department of Chemistry), plagiarism, if left unchecked, is worrying because it potentially leads to the “socialisation of unethical behavior” which, according to Dr Lee, “has potentially serious repercussions for students' professional conduct.” He added that students needed to appreciate that they miss valuable learning opportunities when they engage in plagiarism.

The speakers also shared practical ways in which they minimise such behaviours in the course of their teaching. For instance, both Dr Seow Teck Keong (Dept of Biological Sciences) and Assoc Prof Victor Tan (Dept of Mathematics) reflected on the challenges of minimising plagiarism in large classes. Some of the strategies they used included enhancing homework and assessment design (e.g. using real-life examples in ones assignments, not recycling old questions/



Dr Teresa Fishman (middle), guest speaker at this year's FOS Teaching Workshop, on a visit to CDTL with Dr Adrian Michael Lee, Dept of Chemistry (20 April 2012).

problems to prevent plagiarism from one cohort to the next) and communicating with students (e.g. setting ground rules at the start of the semester which emphasise the importance of maintaining academic integrity and the severe consequences of dishonesty). Likewise, Assoc Prof Sow Chorng Haur (Dept of Physics) looked at enhancing assignment design, specifically for research projects. The strategies he shared included encouraging students to start early, which minimises last-minute stress which may tempt students to take unethical short-cuts, developing an evaluation criteria which require

students to address specific questions in the assignment, which prevents them from “borrowing” from other sources. He also emphasised making the evaluation criteria as transparent as possible to students, and also advocated getting students to make oral presentations of their assignments, as it requires students to explain the process and development of their research project. ■

STAFF MOVEMENT@CDTL

APPRECIATION:

ASSOC PROF CHNG HUANG HOON

CDTL bids farewell to Assoc Prof Chng Huang Hoon, who steps down as Director (a post she has held since 2008) from 1 Sept 2012 to take up her appointment as Associate Provost (Undergraduate Education).

Under her able leadership, core CDTL programmes such as the PDP-T, CPDP and TAP were refined to meet the evolving needs of the NUS teaching community. She also spearheaded several new programmes and initiatives, including the Educator-in-Residence Programme (EiRP), the Department Ambassador Circle (DAC) for NUS faculty as well as the Communications Skills workshops and Postgraduate Student Series (PGS) for students.



In addition, she has been instrumental in enabling CDTL to forge closer ties with the community through collaborations with the NUS Teaching Academy, the Centre for English Language Communication and other NUS departments. Indeed, thanks to her dedication, tireless effort and passionate advocacy for enhancing excellence in teaching, CDTL's profile has grown immensely and its programmes have made an impact on the pedagogical landscape in NUS. While we at CDTL will miss her, we wish her every success in her new administrative leadership position and look forward to her continued support. ■

WELCOME

■ **Farnaz Rajabi Mehr**, who joined our team in August 2012 as a Research Assistant.

PROFESSIONAL DEVELOPMENT PROGRAMME (TEACHING)

6-8 AUGUST 2012

During the latest run of the Orientation and Professional Development Programme Teaching (PDP-T) held in August 2012, 44 new NUS colleagues participated in a slew of activities which aimed to familiarise and enhance their performance in teaching and also to assist them in their endeavour to foster a higher level of learning in students.

The programme covered topics such as academic integrity, teaching and learning with technology as well as the challenges of teaching in both large and small classes. There were also activities which gave participants a better understanding of assessment and handling student feedback, as well as writing effective learning outcomes. Participants also participated in dialogue sessions with senior colleagues such as then Associate Provost (Undergraduate Education) Professor Bernard Tan (now Vice-Provost [Education]) and Assoc Prof Joseph Ooi, who is one of this year's OEA winners



PDP-T participants in a lively Academy Chat with Assoc Prof Joseph Ooi (6 August 2012).

as well as a Fellow of the NUS Teaching Academy. Some of the issues addressed at these sessions include how to effectively balance one's research and teaching commitments as well as engaging learners in different disciplinary domains. ■



Group photo of the PDP-T participants (6 August 2012).

TEACHING ASSISTANTS PROGRAMME

19-20 APRIL 2012

At the Teaching Assistants Programme (TAP) in April 2012, graduate students assigned teaching assistant (TA) duties in their respective departments took part in activities which gave them exposure to sound educational principles and approaches and how these can be applied to

teaching. Some of these included sessions on giving effective presentations and conducting effective tutorials. They also had the opportunity to put these into practice during the micro-teaching sessions in which they also received constructive input from the facilitators. ■



Fielding participants' questions & sharing their TA experiences: (from left) Assoc Prof Teofilo Daquila, Mr Lee Li Neng & Assoc Prof Alice Christudason (19 August 2012).



47 TAs participated in the TAP (19 April 2012).

ViSiTORS TO CDTL



10 February 2012:

Members of the University System of Taiwan (UST) from National Central University (NCU), National Yang-Ming University, National Chiao-Tung University and National Tsing-Hua University, led by Professor Anthony H. Hwang, Director of Centre for General Education, NCU

6 March 2012:
Visit from participants of the Temasek Foundation (TF)-NUS Programme for Leadership in University Management



14 May 2012:
Centre for Educational Quality Assurance, Islamic State College, Central Kalimantan, Indonesia



26 July 2012:
8-member delegation from Zhejiang University, led by Prof Lu Guodong (Deputy Dean, School of Undergraduates)

Thank you

Our sincere thanks to the following colleagues for facilitating workshops for CDTL from January to September 2012.

Name	Dept	Faculty
Dr Susan Ang	English Language & Literature	FASS
Mr Anand Ramchand	Information Systems	SOC
A/P Marc Andre Armand	Electrical & Computer Engineering	ENGRG
Mr Brad Blackstone	CELC	CELC
A/P Stephane Bressan	Computer Science	SOC
Dr Chammika N B Udalgama	Physics	FOS
A/P Eric Chan Chun Yong	Pharmacy	FOS
Ms Chen Peiyi	Statistics & Applied Probability	FOS
A/P Alice Christudason	Real Estate	SDE
A/P David Chua	Civil & Environmental Engineering	ENGRG
Dr Damith Rajapakse	Computer Science	SOC
A/P Teofilo Daquila	Southeast Asian Studies	FASS
Dr Deng Xudong	CELC	CELC
Mr Andreas Dewanto	Physics	FOS
Dr Dujeepa D. Samarasekera	Medical Education Unit	YLLSoM
A/P Fan Wai Yip	Chemistry	FOS
Prof Farooq Shamsuzzaman	Chemical & Biomolecular Engineering	ENGRG
Mr Patrick Gallo	CELC	CELC

Name	Dept	Faculty
Prof Goh Thong Ngee	Industrial & Systems Engineering	ENGRG
Prof David Goldberg	NUS & ThreeJoy Associates, Inc	External
Mr Barry David Griner	CELC	CELC
Dr Heng Chun Huat	Electrical & Computer Engineering	ENGRG
Dr Ho Han Kiat	Pharmacy	FOS
Prof Alex Ip	Biological Sciences	FOS
Dr George Jacobs	JF New Paradigm Education	External
Prof Dan Kaczynski	Central Michigan University	External
A/P Khanna, Sanjay	Physiology	YLLSoM
A/P Lai Yee Hing	Chemistry	FOS
Dr Lam Siew Hong	Biological Sciences	FOS
A/P Joel Lee		Law
Dr Lee Kooi Cheng	CELC	CELC
Ms Pauline Addison Lee	Counselling & Psychological Services	UHC
Mr Lee Li Neng	Psychology	FASS
A/P Lee Yuan Kun	Microbiology	YLLSoM
Dr Ben Leong	Computer Science	SOC
Prof Richard Liew	Civil & Environmental Engineering	ENGRG
A/P Erle Lim	Medicine	YLLSoM

continued on the next page ...



The “Technology in Pedagogy” series is a CDTL initiative that showcases the effective use of technology for teaching and learning and brings together NUS teaching staff for informal chats about innovative teaching methods to improve student learning.

Each session features a speaker who will share a technology that he/she uses in his/her teaching followed by Q&A and discussions.

Upcoming Topics in 2012:

- ◆ Using SMS to Increase Interaction with Students during Lectures
- ◆ Teaching Large Classes: Technology to the Rescue!
- ◆ Gamification: How to do it Right and Why it is No Good

Past Topics in 2012:

- ◆ If You Can't Say it, Voice it: Using Text-to-speech in Presentations
- ◆ Teaching Computational Thinking Using Cloud Computing
- ◆ Using Multimodal Communications for Critical Thinking Assignments
- ◆ Apps for Educators

Write to us if you are interested in sharing your experience/expertise with using technology for teaching in our future sessions. Visit: <http://www.cdtl.nus.edu.sg/technology-in-pedagogy/> or <http://blog.nus.edu.sg/cdtldr/technology-in-pedagogy/>

Thank you

Our sincere thanks to the following colleagues for facilitating workshops for CDTL from January to September 2012.

Name	Dept	Faculty
Mr Linus K Mathew	Management & Organisation	BIZ
A/P Bruce Lockhart	History	FASS
A/P Loh Kai Chee	Chemical & Biomolecular Engineering	ENGRG
A/P Loke Kah Yin	Paediatrics	YLLSoM
Dr Loy Hui Chieh	Philosophy	FASS
A/P M.P. Srinivasan	Chemical & Biomolecular Engineering	ENGRG
Dr Jeffrey Mok	CELC	CELC
Mr Gareth Morgan	CELC	CELC
Mr N. Sivasothi	Biological Sciences	FOS
A/P Joseph Ooi	Real Estate	SDE
A/P Ooi Wei Tsang	Computer Science	SOC
A/P Daphne Pan	English Language & Literature	FASS
Dr Pang Sze Dai	Civil & Environmental Engineering	ENGRG
A/P Paul Anantharajah Tambyah	Medicine	YLLSoM
Prof Phoon Kok Kwang	Civil & Environmental Engineering	ENGRG
A/P Poh Kim Leng	Industrial & System Engineering	ENGRG
A/P Pow Choon Piew	Geography	FASS
Prof Raj Rajagopalan	Chemical & Biomolecular Engineering	ENGRG

Name	Dept	Faculty
Mr Rajesh Chandrasekhara Panicker	Electrical & Computer Engineering	ENGRG
Dr Michelle Salmona	Australian National University	External
A/P Sow Chorng Haur	Physics	FOS
Dr Sreenivasalu Bellam	Chemistry	FOS
A/P Tan Shyong Wei Kevin	Microbiology	YLLSoM
Mr Aaron Tan	Computer Science	SoC
Prof Bernard Tan	Vice Provost (Education)	PVO
A/P Tan Tin Wee	Biochemistry	YLLSoM
A/P Victor Tan	Mathematics	FOS
Mr Dennis Tay	CELC	CELC
Dr Eddie Tong	Psychology	FASS
Mrs Toh-Heng Hwee Leng	Catholic Junior College	External
A/P Too Heng-Phon	Biochemistry	YLLSoM
Miss Vanita D/O Kane-son	Counselling & Psychological Services	UHC
A/P Francis Voon	Anatomy	YLLSoM
Ms Izumi Walker	Centre for Language Studies	FASS
A/P Valerie Wee	English Language & Literature	FASS
Mr Vamsi Kamaraju		ENGRG
Dr Mark Weyers	University College London	External
Prof Wong Tien Yin	Ophthalmology	YLLSoM
Prof Yeung Wai Chung	Geography	FASS

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The Centre for Development of Teaching & Learning (CDTL) provides a wide range of services and facilities to promote the teaching, learning and research programmes of the National University of Singapore. These include teaching and learning support, research on educational development issues, as well as instructional design and development.

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