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EDUCATOR-IN-RESIDENCE PROGRAMME (EiRP) 2012



Professor Iain Hay (right) giving the EiRP-Ruth Wong Memorial Lecture on Education. (20 September 2012)



In September 2012, we were honoured to host Professor Iain Hay as CDTL's second Educator-in-Residence. Prof Hay is currently Matthew Flinders Distinguished Professor of Geography at Flinders University, South Australia and since 2009, the Australian Teaching and Learning Council's (ALTC) Discipline Scholar for the Arts, Social Sciences and Humanities. Prof Hay has contributed extensively to projects which enhance the scholarship of higher education teaching and learning in Australia, and has received several awards for his commitment to promoting scholarly and creative teaching in his discipline, including the Prime Minister's Award for Australian University Teacher of the Year in 2006 and the 2010 inaugural Association of American Geographers' E. Willard and Ruby S. Miller Award. Prof Hay has also published extensively on issues related to enhancing geographical education, qualitative methods and research ethics.

Prof Hay visited CDTL and NUS from 19 to 27 September 2012. During this period, NUS faculty members and students, Fellows from the NUS Teaching Academy and the CDTL team had the opportunity to engage with Prof Hay through a host of activities.

EiRP 2012: IN CONVERSATION WITH PROFESSOR IAIN HAY



CDTLink caught up with Prof Hay to get his insights on the various teaching and learning related issues he encountered during his visit.

You have worked for over 20+ years across a diverse yet interrelated range of areas that you mentioned as “geographies of domination and oppression”. Could you please elaborate what it means and tell us how you become interested in these issues?

For me, the idea of geographies of domination and oppression came from a reading of feminist political scientist Iris Marion Young’s influential 1990 book *Justice and the Politics of Difference*. I discovered this volume while I was examining a PhD thesis. Young’s work really struck a chord with reflective thinking I was doing at the time to better understand themes underpinning my work on topics as seemingly disconnected as medical liability insurance and remote influence over US tort law reform; gender and fear of violence; the heterosexing of space; media representation of geopolitical protest; representations of indigeneity in public space; and the

“regulation” of social scientists’ ethical conduct. This diversity of topics reflects the fact that my research has always been curiosity-driven and linked to questions about power and the ways in which people’s day-to-day lives are structured. However, I had reached a stage in my career where I felt I needed a more detailed sense of direction, though I knew subconsciously that within my work there were consistencies and unifying themes. So it was that I turned my curiosity inwards to see what were the common threads in this body of work—for both my own satisfaction and so I could better represent my research ‘publicly’. In the end, I came to the realisation that through its explorations of the everyday ways in which geography is implicated in processes of exploitation, marginalisation, powerlessness, cultural imperialism and violence, much of my research took up and extended with geographical insights the themes and issues discussed by Young.

During the EiRP-Ruth Wong Memorial Lecture on Education, you offered insights on the practices and principles of inspiring academics. Was there an inspiring academic/s who helped you to find your way into academia? What were your initial experiences in academia like?

As it happens, there was one very helpful academic who led me into academia, though the story begins before his intervention. I recall, as an undergraduate student, thinking that it would be wonderful to keep studying and learning and to be paid for it. At the time, I did not really make the connection between that idea and the possibility of an academic career. Some years later however, Professor Barry Johnston—then Head of Geography at the University of Canterbury—told me of an academic job at Massey University in New Zealand. I had only recently completed my Honours degree at Canterbury and would never have thought of applying for such a role. But by some remarkable turn of events I got the post. And while I was at Massey, the Dean of the Faculty (Professor Keith Thomson) and a colleague, Professor Richard Le Heron, nudged me in the direction of a PhD in the United States. The pathway to that was eased somewhat by the timely visit to Massey of Professor Morgan D. Thomas, Dean of the Graduate School

“While these [new technologies] will very obviously influence the ways in which materials are ‘delivered’ to students as well as some of the ways in which faculty and students engage with one another, I think the more important element will be the influence technology has on the learning patterns and preferences of students.”

at the University of Washington. Together, these three scholars supported my successful Fulbright application and ensured I had a smooth entry to the PhD programme at the University of Washington in Seattle.

From those early days, I have had the real privilege of been taught and mentored by some remarkable scholars in New Zealand, the United States and Australia. While I have not been able to return the favours to them as individuals, I would like to think that I have been at least as supportive of other early career, and not so early career, scholars and colleagues.

What continues to inspire and fascinate you as an educator?

I get bored easily. To help overcome that, I spend a lot of time exploring and learning about new ideas in my own discipline and more broadly. As I take up these ideas, I find my imagination turning to the most effective and inspiring ways in which I can introduce them to others. That consolidates my own learning.

I also love to encourage others to see aspects of the world in ways they may never have before. For instance, I really enjoy encouraging students to think about how identities such as race, gender and sexuality are represented and reproduced through everyday geographies (e.g. landscape, day-to-day activities in places). So, I guess in short, it is learning and teaching that continue to inspire me as an educator!

In your opinion, how has higher education changed over the past few decades?

Goodness, this is a big question! There seem to have been so many things: the neoliberalisation of universities; a shift in dominance from universities in the UK and USA; huge educational changes wrought by new technologies; depersonalisation of teaching; the “massification” of higher education; enormous increase in the surveillance of teacher activity; codification of educational practices, such as assessment; straitened budgets; heightened attention to the scholarship of teaching but even greater emphasis given to ‘research productivity’. Overall, I think

that many of these changes have collectively moved us to a more impersonal and corporate-style approach to higher education. This is unfortunate. Having said this, the situation is not all doom and gloom. For instance, higher education today appears to offer many students who have the resources, ability and inclination with learning opportunities that far exceed those available previously.

What do you see as challenges in higher education over the next 5 to 10 years?

I think the single biggest challenge globally will lie in the effects of new technologies. While these will very obviously influence the ways in which materials are ‘delivered’ to students as well as some of the ways in which faculty and students engage with one another, I think the more important element will be the influence technology has on the learning patterns and preferences of students. It is already evident that many students prefer to take advantage of the temporal and spatial flexibility that online delivery affords rather than attending face-to-face sessions. Of course, a sad consequence of this is that students may not be able to take advantage of the vital learning opportunities afforded through face-to-face interaction with one another. If we can find ways of ensuring that technologies usefully support the social, interactive and non-functional elements of higher education in meaningful ways, that would be wonderful.

You met with a number of NUS colleagues during your visit. From your discussions with a cross-section of the NUS community, what struck you as being best practices or ideas related to teaching and learning at NUS?

I was most impressed with the NUS Teaching Academy. I’m aware that similar initiatives have been taken at other institutions but it does seem to me that the Academy provides a genuine and constructive mechanism through which faculty with (i) an institutionally acknowledged interest and commitment to learning and teaching and (ii) an ear to everyday pedagogic issues, can offer counsel and input on significant pedagogic matters affecting the University (e.g. anonymised peer review of faculty).

“If we can find ways of ensuring that technologies usefully support the social, interactive and non-functionalist elements of higher education in meaningful ways, that would be wonderful.”

If you were to suggest one or two key areas for CDTL to work on in the immediate future, what would they be?

From my visit, it seemed to me that the team at CDTL offers a comprehensive and high quality range of programmes for faculty and students at NUS. I can see few new areas that demand additional future work. However, some consideration might be given to work in two areas.

First, there may be value in trying to establish mechanisms that allow CDTL staff to offer new faculty ‘just-in-time’ assistance to develop new modules and other teaching resources. In my experience, many faculty seek **immediate** assistance and guidance when they are putting together teaching materials for the first time (or revising existing materials). They may want someone with them as they think through a new module or lecture to discuss innovative ideas and possibilities. This would impose some significant demands on CDTL, but it could offer faculty with some wonderful ideas for constructive and advanced teaching approaches.

Second, the Centre might consider ‘bundling up’ and extending some of its existing modules for faculty and/or higher degree students into coherent larger-scale offerings that are acknowledged through some academic award such as a Graduate Certificate or Masters degree. These qualifications are becoming increasingly common (e.g. the Graduate Certificate in Higher Education offered by the Australian National University (ANU), Duke Graduate School’s Certificate in College Teaching) and it seems as if they may be emerging as a requisite for academic posts in many universities.

You mentioned that you will be moving to New Zealand after this visit. Would you be able to share more information with our readers?

As it happens, I am no longer moving to New Zealand. There was both a need for my continuing services at Flinders and the University very kindly honoured me with one of its few and first Matthew Flinders Distinguished Professorships. I was delighted and very surprised to receive this rare and wonderful honour. So, I shall remain in South Australia for the time being, continuing my work in human geography and higher education. And, of course, I would welcome additional opportunities to extend and deepen my relationships with colleagues at NUS. ■

Thank you for taking time from your busy schedule to talk to us, Prof Hay!

EiRP 2012: HIGHLIGHTS

EiRP-Ruth Wong Memorial Lecture on Education (20 Sept 2012)

In this Public Lecture, titled “Opening Doors: Exploring the Practices of Inspiring Academics”, Prof Hay considered the question—what defines a great university teacher?—by looking at the criteria for successful tertiary teaching adopted by established national teaching and learning institutions. He also drew from and reflected on the auto ethnographic accounts of distinguished university teachers from around the world (including Australia, NZ, UK and North America) to uncover the circumstances and practices that have made them great teachers. The link to the webcast of Prof Hay’s lecture can be found at <http://cdtl.nus.edu.sg/eirp/2012/2012-eirp-lecture.htm>.



Prof Hay addressing questions from NUS faculty.



Prof Hay with NUS Provost Prof Tan Eng Chye, members of the Office of the Provost, Director (CDTL) as well as Dr Ellen Wong (sixth from left) and members of Dr Ruth Wong's family.

Engaging NUS faculty

Prof Hay met faculty members from the **Lee Kuan Yew School of Public Policy (LKYSPP)** and the **College of Alice and Peter Tan** (formerly Angsana College) to discuss a wide range of teaching and learning issues. These include:

- ways to enhance student engagement and get students to be active participants in the classroom,
- what are the useful tools to evaluate teaching effectiveness, and
- how to create a conducive environment (whether face-to-face or online) which will give students a memorable and enduring learning experience. ■



Faculty members from LKYSPP engaged in a lively discussion with Prof Hay.

Meetings with Office of the Provost & the NUS Teaching Academy

- Prof Hay met members from the **Office of the Provost** during his visit, including Prof Tan Eng Chye, Deputy President (Academic Affairs) and Provost; Prof Bernard Tan, Vice-Provost (Education) and Assoc Prof Chng Huang Hoon, Associate Provost (Undergraduate Education), during which they discussed a wide range of policy issues related to teaching and learning.
- Prof Hay also had meetings with the Chair and Fellows of the **NUS Teaching Academy**. Some of the issues they discussed included aspects of peer review, such as the appointment of reviewers and comparing the effectiveness of formative and summative reviews; ways of enhancing the NUS teaching track as well as strategies to maximise the learning potential of students' out-of-class learning activities. ■

Engaging NUS Students

Our students had the opportunity to engage with Prof Hay at the following events:

- The September 2012 run of the **Teaching Assistants Programme (TAP)**, where Prof Hay facilitated a session titled “Against Passivity: Conducting Good Tutorial Sessions” to 37 teaching assistants from the Faculty of Arts and Social Sciences and the NUS Business School.

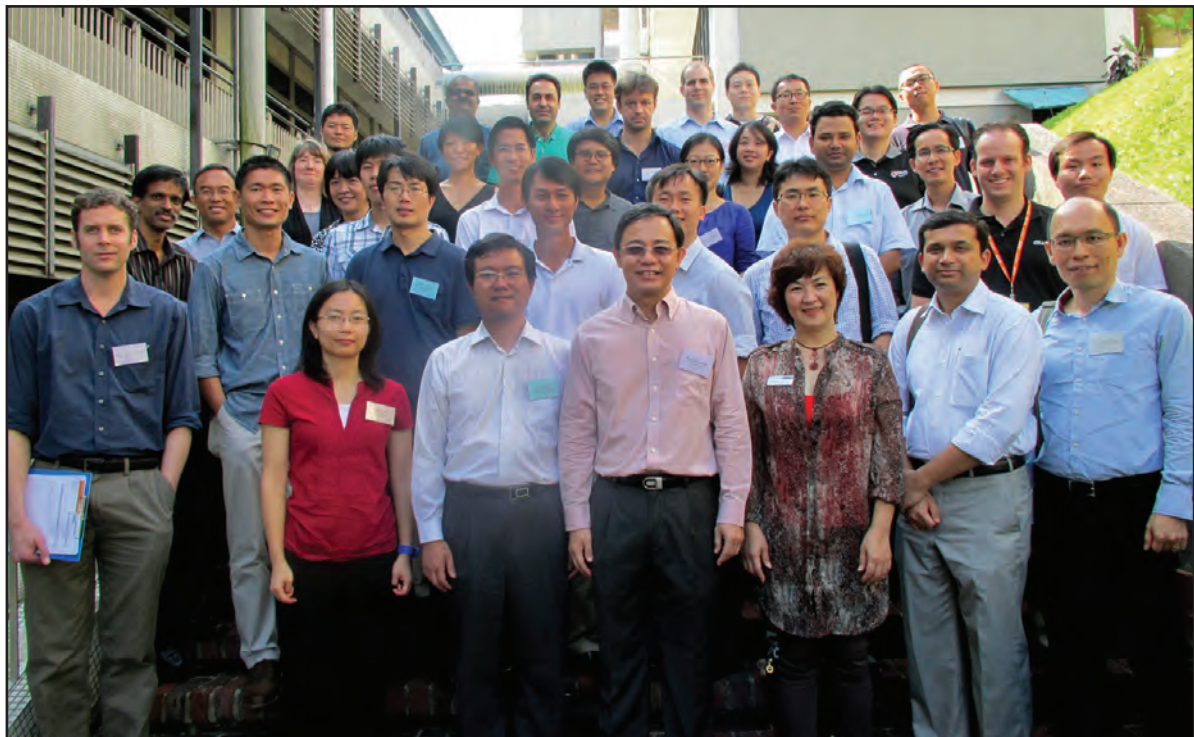


- An academic workshop for FASS graduate students titled “Starting Out as a (Successful) University Teacher”. During the session, Prof Hay highlighted the attributes of a successful university teacher, and also shared with participants useful strategies they could use to make a good start in their teaching, as well as identify barriers which they might encounter as fledgling educators. ■



PROFESSIONAL DEVELOPMENT PROGRAMME-TEACHING 27 FEBRUARY - 1 MARCH 2013

At the recent Professional Development Programme-Teaching (PDP-T) held at the end of February 2013, 32 new NUS colleagues participated in a range of activities which aimed to enhance their understanding of teaching in higher education. They had the opportunity to hear from expert facilitators. These included Prof Alex Ip (Dept of Biological Sciences), and Prof Hang Chang Chieh (Division of Engineering & Technology Management, pictured on the right), both of whom shared extensively about what participants should expect as academics in a research-intensive university and the finer points of mentoring graduate students. The programme also covered teaching essentials such as writing effective learning outcomes, aspects of small group teaching as well as how they can harness social media and online tools to enhance their teaching. ■



PDP-T participants in a group photo with Vice-Provost (Education), Prof Bernard Tan (front row, centre) (1 March 2013).

TEACHING ASSISTANTS PROGRAMME

25 - 26 FEBRUARY 2013



This year's first run of the TAP had up to 67 graduate students participating in various activities which would help them enhance their classroom teaching, including how to lead discussions and seminars, how to conduct tutorials and labs effectively, as well as a session which focussed on honing their presentation skills. Participants received invaluable feedback from the facilitators during the micro-teaching sessions on how they could improve their teaching, and also had the opportunity to engage in discussion with senior NUS faculty on teaching and learning related issues, including a dialogue session with Associate Provost (Undergraduate Education) Assoc Prof Chng Huang Hoon. ■

OUR PDP-T PARTICIPANTS SPEAK!

Colleagues who have completed the Professional Development Programme (Teaching) (PDP-T) in 2012 tell us which aspects of the programme they found useful in enhancing their teaching.

Dr Ho Ghim Wei

Dept of Electrical & Computer Engineering Engineering Science Programme



“Before attending CDTL’s Professional Development Programme (Teaching) (PDP-T), I was constantly challenged by the following question—what knowledge, attributes and skills should I possess in order for me to teach my students effectively? However, after going through the programme, I was given a great opportunity to shape and enrich my personal preparation and growth in terms of my professional development in teaching. The exemplary sharing of teaching skills and tips by the professors and teaching instructors facilitating the PDP-T allowed me to critically reflect and refine my teaching methodology and pedagogy. Also, through the programme’s practicum, I was offered guidance which helped me to articulate and define the progressive stages through which I acquired the skills, attributes and dispositions to be an effective teacher. This process was based on the systematic observations of, interaction with and constructive feedback provided by my facilitators. In short, the PDP-T has helped me to integrate theoretical knowledge and teaching practice, which encompasses professional knowledge to pedagogical skills and insights, which enabled me to learn the “art” and “science” of effective teaching.”

Dr Seah Kiat Ying

Dept of Real Estate



“The PDP-T is often seen as highly structured with a series of milestones, from the carefully designed workshops to the alliterative follow-up of “proposal-practicum-presentation”. I was intimidated at first—the rigid structure was Goliath to my free-spirited outlook. But I survived. The irony was that this Goliath ultimately became my sling.

Attending the workshops carved out a sanctuary of sorts for me, in which I could reflect on my teaching. The mandatory meetings with a practicum facilitator meant that I had to set aside time to come up with meaningful outcomes. The process of writing the final report gave me the solitude to ponder on how I had

influenced my students. The structure of the PDP-T’s 3-day core programme was like the walls of an ashram—it shielded me from the daily grind so that I could enter into conversations with colleagues about their ideas and learning experiences. The outcome was a practicum that was contextual and unique to my temperament, character and training. I had no inkling that the PDP-T would shift the direction of my professional life, but it did. It set into rhythm the habit of pausing to listen, to reflect and to write down my thoughts. As a result, my world has been expanded by the kaleidoscope of conversations and reflections I have gleaned from this programme.”

“Attending the CDTL’s PDT-T has been quite useful for me. The core module and different electives that I took highlighted different aspects of teaching. Some of them were helpful in showing me how to adapt and incorporate various technological tools in my teaching, for example the application Adobe Presenter which I have used to conduct lectures. Some of the electives were related to conducting midterm student feedback exercises and how to utilise the data to enhance our teaching, which I think is a good idea in terms of ensuring continuous improvement in teaching during the term, and works as complementary to the end-of-term feedback. I have tried to adapt it in my own courses as well, in which I collected student’s feedback during the term using the IVLE platform. The data was helpful as it meant that I could adapt some of the better suggestions from my students in my teaching style during the term. Some of the other electives dealt with the differences and challenges in teaching large and small classes, which again I found useful since I have taught classes of widely different sizes, varying from a class of only 10 students to lecture groups of up to 90 students.

The practicum is also an important and useful aspect of the PDP-T. For the practicum, I did a study on the correlation between active usage of the textbook by the students and their performance in the course. In the course of conducting the practicum and discussing it with my facilitator, I did find some positive correlation. This finding was consistent with my own experiences as well, and hence was reassuring. Overall, I felt that participating in the PDP-T has been useful in enhancing my teaching.”

Photo credit: Centre for Quantum Technologies (http://www.quantumlah.org/highlight/120227_substate.php)



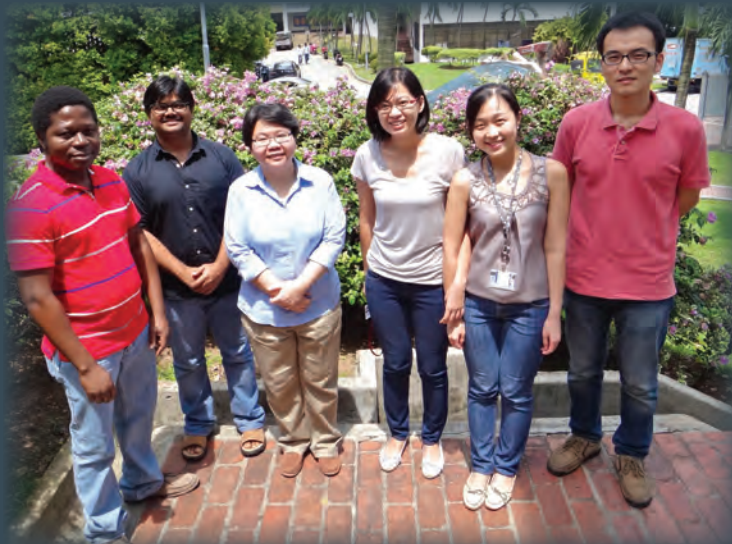
Dr Rahul Jain
Dept of Computer Science

“It was a memorable and extremely beneficial learning experience that I was privileged to have when I attended these CDTL-conducted workshops and modules as well as the practicum. While the modules enabled me to learn new methods of instruction and to fine-tune my teaching skills, the workshops and the practicum introduced me to many novel approaches that I was not aware of previously and proved to be quite exciting at the same time! The practicum exercise also facilitated the translation of my thoughts into physical/real models of human body structures, which helped to drive home difficult concepts of anatomy for my students. This also provided an appropriate platform for me to discuss with my mentor ways to improve upon these ideas and methods and eventually devise a holistic approach to turn the learning of anatomy into a sound foundation for future doctors of Singapore. All in all, I must say that I benefited immensely from these modules and am confident that they will help me significantly to enhance my students’ learning and understanding of anatomy.”



Dr Karthik S. Harve
Dept of Anatomy

Assoc Prof Tan Yee Joo Dept of Microbiology



Assoc Prof Tan (third from left)
with her PhD students

“As part of the Professional Development Programme–Teaching (PDP-T), I conducted a practicum which was titled “Computational-based practical sessions to enhance independent learning”, and found that it has enhanced my teaching in several ways. Firstly, it made me think more deeply about three important aspects of pedagogy: (i) independent learning (ii) group learning (iii) time management and presentation skills. Subsequently, I introduced a new teaching method in a 3rd year undergraduate life science module (LSM3225 “Molecular Microbiology in Human Diseases”). Unlike typical microbiology-related practical sessions, this computational-based practical required students to learn independently as they had to complete tasks outside the classroom by using web-based tools. Secondly, I discovered different ways to obtain feedback from students. The students’ excellent class presentations demonstrated that they could learn directly by going online. I also conducted a 6-question survey on IVLE to gather student feedback about the learning effectiveness of this practical. By analysing the anonymous responses given by 36% of the class, I learnt that time management was a critical factor in their learning process and students wanted their commitment to the class to be fairly assessed. Last but not least, the interaction with my facilitator Assoc Prof Sanjay Khanna was very fulfilling as he was encouraging and provided important suggestions on how to improve my module design.”

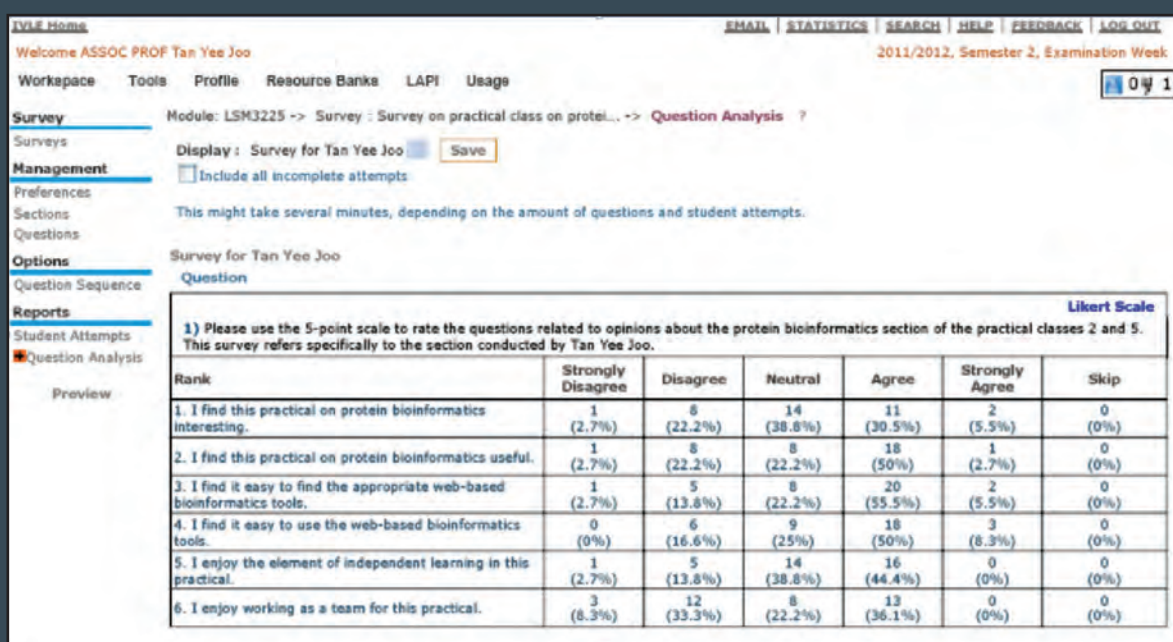


Figure 1. A survey was conducted using the IVLE Survey tool to gather students’ feedback on this new method of teaching. I constructed this survey after attending the PDP-T elective module “Mid-term Course Feedback to Promote Student Learning”.

“I joined the Yong Loo Lin School of Medicine as a lecturer in 2009 and was immediately recommended to attend the PDP-T by Professor Bay Boon Huat, (Head, Department of Anatomy). In hindsight, this was undoubtedly a good choice. I attended all of the programme’s core modules and the electives over the years and found them to be very enriching. There was this episode I remember when I attended the core module, in which a student was invited to come speak to the incoming academics, and I remembered asking the young man what he thought of teachers not knowing how to answer the myriad of questions from students. To this day, his response still resonates in my ears whenever I find myself in situations whereby I do not have a good answer. He stated that students are often quite forgiving towards teachers not knowing everything; just be sincere and try to do better next time. He added that nobody expects the teacher to be a living encyclopedia! (This is indeed the sentiment echoed by many visiting academics at CDTL). In fact, it is more important to put in due effort to research such questions so that you will be more knowledgeable in future. Some outstanding educators also shared with me that we do not have to be content experts at all times, and should instead just try to inspire the students to learn on their own. The ensuing “confusions” you create in your students may not be a bad thing; in fact, it may actually encourage them to find out more so that they can challenge you in class! Of course, as responsible academics we should always attempt to clarify any queries our students bring to us, although this is not possible all the time, especially as the world becomes more complicated.

In conclusion, I feel that I have benefitted much from the wisdom and guidance provided by the many facilitators and staff running the core and elective modules of the PDP-T. They are all very humble, unassuming and also approachable. They joined the university not because they crave for student’s worship, but because they really want to make a difference. This ties in well with the University’s belief that all educational endeavours should, at its core, be student-centric at all times.”

*Dr Ang (fourth from left)
with his students*

Dr Ang Eng Tat
Dept of Anatomy



BuzzEd 2013



Dr Gerard Sasges (Dept of Southeast Asian Studies) talked about the benefits and challenges of incorporating online book reviews and Wikipedia-based projects in his module.



Assoc Prof Johan Geertsema (University Scholars Programme) discussed using mobile devices such as the iPad in classroom teaching, and whether it truly added value to students' overall classroom experience.



Dean Wong (Yr 4 student, FASS) shares how being exposed to various elearning tools and harnessing these technologies for his assignments has had a positive impact on his undergraduate learning journey.

The Centre for Instructional Technology (CIT) held its annual BuzzEd elearning seminar on 10 January 2013, during which participants had the opportunity to learn more about various emerging digital and audio-visual technologies and how they have enhanced teaching and learning. Presenters related their experiences about using online platforms such as Google Sites, Wikipedia and AppleTV to enable mobile learning, and also shared their thoughts on whether using flipped classrooms (which combines remote learning via online lectures and quizzes with in-class problem-solving and course review sessions) and visual media technology were effective in facilitating active and collaborative learning. ■



Dr Chris McMorran (Dept of Japanese Studies) shared about using online tools such as Google Maps and the NUS wiki to give his students the chance to take charge of their learning and demonstrate their knowledge of module content.

Check out the webcasts of the presentations at <http://www.cit.nus.edu.sg/buzzed/2013/speakers/>.

Teaching in the Museum: An Introduction



Michelle Kuek (NUS Museum) taking participants on a tour of the Museum. She also explained the process of a module visit, where interested faculty members can work with the museum's staff on how its collections/exhibits can be integrated into the module curriculum.

CDTL and NUS Museum jointly organised a workshop on 22 January 2013 which introduced faculty to the museum and its various collections/exhibits. More importantly, the workshop's participants learnt more about how they could utilise the collections as curricular resources in their teaching and learning. About 20 faculty members from the arts and social sciences, engineering, design and environment as well as medicine attended this workshop. ■



Ms Foo Su Ling, Curator at the NUS Museum, introduces the Ng Eng Teng Collection to workshop participants.



Dr Chua Ai Lin (Dept of History) shares her experiences of working with the Museum and incorporating parts of their collections into her modules to enhance her students' learning experience.

U21 EDUCATION INNOVATION CONFERENCE

The 6th Universitas 21 (U21) Educational Innovation Conference was held at NUS on 8 and 9 November 2012, with 46 delegates representing the participating U21 higher education institutions. The theme for this conference was *Transformative Education in the 21st Century*, with a focus on enhancing active student engagement and broadening educational experience. The four keynote speakers delivered presentations which examined facets of the conference's main themes, with Professor Gary Poole of the University of British Columbia (UBC) kickstarting the first day's proceedings.

Self-direction as a Path of Transformative Learning



In his lecture, Prof Poole looked at the potential of self-directed learning (SDL) as a way in which transformative learning can occur. To achieve self-direction in their learning, it was important for learners to be intrinsically motivated, possess attributes generally associated with SDL (perseverance, adaptability, self-confidence) and be able to take advantage of previous experiences and personal skills. He also elaborated on the scope of SDL, which is wholly defined by what the learner does—that is, the entire process is determined by the learner, from the identification of learning goals to defining the criteria which determines if these learner-defined goals are met. In a SDL scenario, the facilitator negotiates with the learner on these goals and helps to refine rather than determine them. He also shared extensively on how SDL was implemented at UBC, namely through their medical

school's Self-Director Project Option. Prof Poole concluded by emphasising the opportunities SDL can provide for students to experience transformative learning, but he asserts that such a breakthrough in learning is possible only if elements such as self-exploration and an expansion of a sense of self are ignited in learners.

New Media Literacies & Personalised Learning

The second keynote speaker, Professor Micheal McManus of the University of Queensland (UQ), touched on the various forms of new media literacies and its impact on higher education teaching and learning. He shared UQ's blueprint for supporting technology-enabled learning and how they are equipping UQ faculty with the necessary support to harness these emerging technologies for their curriculum in a student-centric way. Prof McManus also examined how these emerging technologies are affecting the way students learn, and whether these technologies are being integrated effectively (e.g. via flipped classrooms and online learning platforms) to equip students with the higher-order cognitive skills that would make them effective learners. Like Prof Poole, Prof McManus emphasised placing the learner first through personalised learning enabled by technology.

However, he acknowledged that not all faculty are equipped with digital literacies and the challenge would be to bridge this gap so that educators can more effectively incorporate these online platforms and e-learning products into their teaching.



Photo credits: International Relations Office

Bringing Breadth & Integration to Undergraduate Education



The keynote speakers for the second day focussed on what educators can do to enable transformative learning in undergraduate education. Professor Dan Bernstein of the University of Kansas (KU), addressed the issue of bringing breadth and integration to undergraduate education. He shared examples of KU faculty who have built activities into their programmes that actively promoted knowledge and skills integration, such as the faculty member who used reflective assignments and designed rubrics to measure the learning effectiveness of the service learning component she incorporated into her Women in American History course. The rubrics used an extensive assessment criteria to determine how well students could make the connection between their service learning and the course topics. and

the reflective assignments done before and after the service learning stint gave students the opportunity to think critically about the meaning of these experiences. Prof Bernstein also talked about KU's efforts to encourage its faculty to actively reflect on their own development in teaching by documenting their course activities and reflections in a course portfolio which is available online. The portfolios serve as valuable resources for faculty to learn best teaching practices and build on them to give students a more engaged learning experience.

Nurturing Global Citizens in Undergraduate Education

Meanwhile, Professor Amy Tsui of the University of Hong Kong (HKU) considered the current situation of increasing internationalisation in higher education institutions, their views on the benefits, strategies and issues that may arise and the varying characterisations of global citizenship adopted. Prof Tsui shared how the re-designing of HKU's newly launched undergraduate degree programme gave the university the opportunity to include strategies that would enable their students to develop intercultural understanding and the essential elements of global citizenship. The curriculum was re-conceptualised by integrating credit-bearing experiential learning activities with formal classroom learning, providing HKU students with a holistic learning experience. She went on to highlight various experiential learning projects which HKU students undertook, in which they were thrust into authentic learning environments and situations where, unlike the classroom, the problems they had to solve were neither clearly defined nor predictable. Prof Tsui added that incorporating experiential learning into the curriculum has been beneficial to the students' overall development, not only helping them make practical sense of their classroom knowledge but also enabled them to develop qualities associated with global citizenship, including greater intercultural awareness and a more collaborative spirit.

Besides the keynote sessions, conference delegates also participated in the breakout sessions that followed, where they had a chance to discuss the issues that have been raised and share teaching experiences from their respective institutions. ■



ViSiTORS TO CDTL



8 Oct 2012:

Mr A.N. Henry Maris, Secretary of the Nazareth College of Education for Women, Chennai, India



11 Oct 2012:

Dr Omar Alwan and Dr Marzan Alshahrani from King Khalid University, Saudi Arabia



15 Oct 2012:

13-member delegation from the De La Salle University College of Education, Manila, Philippines



23 Oct 2012:

Visitors from Waseda University, Japan

Thank you

Our sincere thanks to the following colleagues for facilitating workshops and discussion/presentation sessions for CDTL from October 2012 to March 2013.

Name	Department	Faculty
Mr Linus K. Mathew	Mgt & Organisation	BIZ
A/P Ravi Chandran s/o Thiagaraj	Strategy & Policy	BIZ
Dr Deng Xudong	CELC	
Ms Lee Kit Mun	CELC	
Dr Dennis Tay	CELC	
Dr Radhika Jaidev	CELC	
Ms Chitra Sabapathy	CELC	
Dr Misty Cook	CELC	
Ms Peggie Chan Peck Kei	CELC	
A/P Lisa Tee	Curtin University of Technology	
A/P Lim Lum Peng	Dean's Office	Dentistry
Dr Betty Mok	Dean's Office	Dentistry
Dr Martin Lindsay Buist	Bioengineering	ENGRG
Prof Lim Chwee Teck	Bioengineering & Mech Engineering	ENGRG
Prof Phoon Kok Kwang	Civil & Environmental Engineering	ENGRG
Prof Hang Chang Chieh	Div of Engineering & Technology Mgt	ENGRG
A/P Marc Andre Armand	Electrical & Computer Engineering	ENGRG
Dr Akash Kumar	Electrical & Computer Engineering	ENGRG
Dr Aaron Danner	Electrical & Computer Engineering	ENGRG
A/P Poh Kim Leng	Industrial & Systems Engineering	ENGRG
A/P Lee Kim Seng	Mechanical Engineering	ENGRG
Dr Palani Balaya	Mech Engineering / Engineering Science Programme	ENGRG
Mr Vamsi K. Karamaju (student facilitator)		ENGRG
Dr Chua Ai Lin	History	FASS
A/P Bruce Lockhart	History	FASS
Dr Chris McMorran	Japanese Studies	FASS
A/P Cecilia Lim	Philosophy	FASS
Dr Stephen Lim	Psychology	FASS
Dr Charles Carroll	Sociology	FASS
A/P Narayanan Ganapathy	Sociology	FASS
Prof Alex Ip	Biological Sciences	FOS
Mr N. Sivasothi	Biological Sciences	FOS
A/P Lai Yee Hing	Chemistry	FOS
Dr Adrian Michael Lee	Chemistry	FOS
A/P Victor Tan	Mathematics	FOS

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Dr Chammika Udalgama	Physics	FOS
Prof Li Baowen	Physics	FOS
A/P Sow Chorng Haur	Physics	FOS
A/P Yap Von Bing	Statistics & Applied Probability	FOS
A/P Eleanor Wong	LAW	
A/P Ashish Lall	LKYSPP	
Dr Suzana Abdul Kadir	LKYSPP	
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Ms Foo Su Ling	NUS Museum	
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Dr Grace Wong	Real Estate	SDE
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Dr Soo Yuen Jien	Computer Science	SOC
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A/P Kevin Tan Shyong Wei	Microbiology	YLLSoM
A/P Tan Chay Hoon	Pharmacology	YLLSoM

TECHNOLOGY *in* PEDAGOGY

LEARN. SHARE. CONNECT.



SOCIAL MEDIA IN EDUCATION

John Larkin

This session has educators in mind and is designed to enlighten the individual regarding the appropriate application of social media in an education setting. Positive and negative examples will be shared with the participants. Education has a key role to play in sharing with staff, individual and society. Current issues relating to the misuse of social media will also be addressed.

24.04.2013

CDTL, Seminar Room 2



ONLINE ASSESSMENTS

Erle Lim

Assessments and high-stakes examinations are important to determine if our students are learning (and applying what they learn). Despite the healthy skepticism about these new-fangled ideas, we need to ask ourselves if we should embrace technology and better utilise smart devices and online tools to fully engage our students and test their ability to apply what they have learnt, rather than just regurgitate "rote" knowledge. In this session, we will discuss the potential for online assessments—how to use them, and when not to.

08.05.2013

CDTL, Seminar Room 2

Information is correct at press time. Please refer to www.cdtl.nus.edu.sg for updates.

editorial information



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