

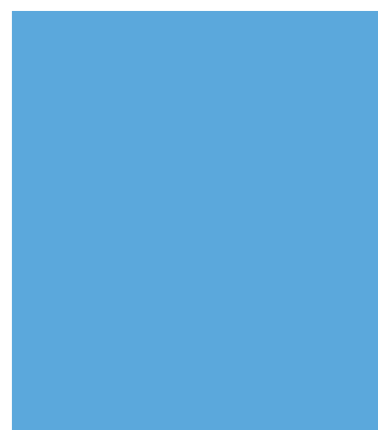
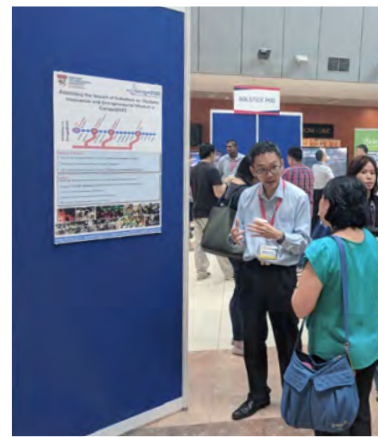
**NANYANG
TECHNOLOGICAL
UNIVERSITY**
SINGAPORE



**TEACHING
LEARNING &
PEDAGOGY
DIVISION**



2019 REPORT



12:03



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A MESSAGE FROM THE HOD

THE ROLE OF NTU's Teaching, Learning and Pedagogy Division (TLPD) is to disseminate and support effective evidence-based learning and teaching, and to encourage an innovative educational culture.

A spirit of informed experimentation in learning and teaching is what motivates us in our work.

Effective teaching can take many forms, but from the research, we know that there are approaches that are significantly more or less effective, and in the contemporary climate, many of the traditional ways of teaching at university are less effective than active, collaborative learning.

As well as our regular programmes such as the Foundations of University

Learning and Teaching course (FULT) and University Teaching for Teaching Assistants, in the last year we have run many learning and teaching workshops, invited international speakers to our various events, made many videos about teaching and learning at NTU, and devoted a lot of time to Schools and individual faculty to implement policies, such as Outcomes-Based Learning and Teaching (OBTL) and Team Assessment.

TLPD has a strong reputation in Singapore and in the region for the quality of its programmes and its general support for an active learning and teaching culture. This is shown by the number of invitations we have received in the last couple of years as consultants, as guest speakers and to deliver our FULT programme.

While there is a difference in orientation between TLPD and CITS, there are very large and important areas of mutual interest, and there is a strong bond between us in terms of the development of a pedagogically sound environment of Technology-Enhanced learning.



Dr Peter Looker



TLPD at a GLANCE

This report showcases the recent work, accomplishments, and range of services that the Teaching, Learning and Pedagogy Division (TLPD) offers to the NTU community.

OUR VISION & MISSION

TLPD's vision and mission are to build a learning and teaching environment for faculty and students, one that is based on evidence and helps students achieve the learning outcomes that represent the University's vision to the highest level.

Today, educators work in increasingly complex and diverse settings, and with the widespread adoption of technology, this presents a host of new challenges. Yet the student learning experience remains at the heart of every higher education institution. One of the ways TLPD enhances the student learning experience is by helping educators develop and **refine foundational teaching skills** and explore new teaching practices.

Of the foundational teaching skills, which include assessments, curriculum design, classroom management, and fostering critical thinking, TLPD aims to find the best of **evidence-based practices** so that educators can create the most optimal conditions for learning.

Our courses, workshops, consultations, and online resources provide **ongoing support and professional development** for faculty and graduate students, and are central to our activities. TLPD also creates on-demand videos, conducts research, designs and implements policies, and supports the Teaching Excellence Academy.

1. TEACHING & LEARNING STRATEGIES

Workshops

TOGETHER WITH the Learning Technologies & Digital Media Team from the Centre for IT Services (CITS) and the Education Development Team from the LKC School of Medicine, TLPD offers various workshops on pedagogical practices and the use of technology tools in teaching.

These workshops aim to deliver effective, engaging, and practical content, which faculty and staff members can incorporate in their own teaching practice.



Workshop Categories



Design for Active and Collaborative Learning

These workshops help participants develop courses that actively engaged students, based on principles of OBTL. This includes preparation and planning of course outlines, designing meaningful teaching and learning activities, motivation and team-based learning.



Assessments For and Of Learning

Assessments should not only measure students' achievement of learning outcomes, but also appropriately differentiate students' performance and promote student learning through formative feedback. Through these workshops, participants create valid and reliable assessments that would encourage student learning.



Understanding and Using Learning Tools

Technology can enhance the learning experience when used appropriately. These workshops are designed to help participants understand the various learning tools that are available in NTU, such as NTULearn, LAMS, web conferencing tools and TurningPoint.



Integrating Feedback

These workshops are designed to help participants develop questions that facilitate deep inquiry, and use feedback to help students in their learning.



Managing Your Class

Classroom management is an important component of teaching. These workshops cover skills in classroom management, such as engaging students and handling conflict effectively.

Conferences & Events

NTU Annual Learning and Teaching Conference: from Good to Great (fG2G)

Affectionately known as *from Good to Great*, each year, TLPD's Teaching and Learning Strategies (TLS) Team organises an annual conference to provide attendees with the opportunity for exchange of expertise and collaboration on new trends and practices in higher education learning, teaching and pedagogy.

This conference draws over 200 attendees per year, comprised of NTU faculty, staff and students, as well as educators from other organisations in Singapore and throughout the region.

Beginning with a full-day conference, participants share in the expertise and experience of **distinguished educators and practitioners** to gain new insights to their own respective teaching practice and disciplines.

The second day is comprised of workshops, which provide practical, hands-on sessions for participants to test and implement new ideas into their own teaching practice.

From 2020 onward, this event will be held each year during the first semester break (Sep - Oct).



Visit our conference website for more information and details.
<http://event.ntu.edu.sg/good2great/Pages/index.aspx>



fG2G Themes and Speakers Throughout the Years

NANYANG TECHNOLOGICAL UNIVERSITY

The Teaching, Learning & Pedagogy Division presents...

A seminar that raises important current questions in higher education...

NTU Annual Learning and Teaching Seminar 2014

From Good to Great 2014

Transformative Knowledge: Teaching for Conceptual Understanding

5-7 March
Lecture Theatre 1

Click here to **REGISTER**

Our Distinguished Speakers

Prof Roy Lund, Durham University, UK
 Prof Lynne Hunt, University of Southern Queensland, Australia
 Prof David Harrison, University of Toronto, Canada

Scan the QR code for more details & for registration at our website

NANYANG TECHNOLOGICAL UNIVERSITY

NTU Annual Learning and Teaching Seminar **from Good to Great 2015**

Changing Identities in University Teaching

4-5 March Seminar @ Lecture Theatre 1SA (L119A-01-01)
 6 March Workshops @ N2, Seminar Room 2 (N2-84C-07)

Sign Up Now

This year's theme focuses on the changing identities of university teachers and students in relation to new realities, and in relation to the very knowledge that is imparted in the digital age. Many factors contribute to a re-evaluation of the moral and academic identities of all those who teach at universities. In particular, what are we now learning about the conditions for acquiring meaningful learning, and how is this changing? This role of the teacher, those who know, teaching at universities, how are universities in relation to both their expertise and student learning needs? What is the role of learning and teaching scholarship in understanding how we are transformed? How can those who teach at university participate fully in the emerging and new teaching scholarship: different ways of production?

Keynote Speakers

Professor Gary Poole, Associate Director, School of Population and Public Health, University of British Columbia
 Professor Kathy Takayama, Executive Director, Strategic Center for Teaching and Learning, Saint University
 Professor Ahmad Arshad, SVP, Teaching and Learning Director, Managing Director, MCMaster Institute for Innovation & Leadership in Teaching & Learning, MCMaster University

Find us on Facebook @Tlpcdconnect

Sign Up Now

To register and for more details, please visit us at:
<http://conference.ntu.edu.sg/good2great>

Organised by the Teaching, Learning & Pedagogy Division (TLPD)

NANYANG TECHNOLOGICAL UNIVERSITY

NTU Annual Learning and Teaching Seminar **from Good to Great 2016**

Students as Partners in Learning and Teaching

2 & 3 March Seminar @ Tan Chin Tuan Lecture Theatre (NS4-02-36)
 4 March Workshops @ N2, Seminar Room 2 (N2-84C-07)

Sign Up Now

Our Fellow Educators and Colleagues

Higher education around the world is increasingly engaging students as stakeholders in the development of teaching and learning (and research).

This March our annual conference involves students, international speakers, and faculty in discussions about:

- Pedagogy for students as partners
- Enriching student partnerships with technology for academic and skills development
- Student partnership in research
- Students as peer-teachers, mentors and collaborators in higher education

We warmly welcome your participation in a seminar where students from three innovative NTU, University of British Columbia and Guelph (Ontario, Canada) Universities, our local speakers and our international speakers will contribute to a rich and vibrant discussion on learning and teaching in higher education.

Our Distinguished Speakers

Professor Glenn Bates, Andrew Ross, Centre for Learning, Teaching and Learning (CTL), Professor of Teaching, Department of Psychology and Neuroscience, University of British Columbia
 Dr Ruth Blythwood, Academic Research and Learning, Senior Lecturer, School of Education, Curtin University, Bentley, Western Australia
 Mark Steady, Higher Education Specialist, Director, Centre for Learning, Teaching and Learning, Simon Fraser University, Vancouver, BC

Student Presenters

Kevlin Rajan, Grad Year Undergraduate Communication Studies, We Do the Work of Communication and Innovation, Vancouver, BC, USA
 Wee-Hsin Shih, Grad Year Undergraduate Science, School of Biological Sciences, The University of Queensland, Australia
 Craig Rodriguez, Grad Year Undergraduate Science, School of Biological Sciences, The University of Queensland, Australia

REGISTER NOW!
<http://event.ntu.edu.sg/good2great>

Visit our website: <http://conference.ntu.edu.sg/good2great>

2014 Transformative Knowledge: Teaching for Conceptual Understanding

2015 Changing Identities in University Teaching

2016 Students as Partners in Learning and Teaching

NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE

NTU Learning and Teaching Week 2017
The NTU Student Learning Environment

27 Feb - Conference @ L1, Level 2
 28 Feb - Post-Conference Workshops @ N2
 1 Mar - Faculty & EdEx Presentations
 2 Mar - Student Dialogue and Facilitator Training

With a special session: **Workshop in Health Science**

The NTU Learning and Teaching Week 2017, from 27 Feb - 3 Mar will feature 'The NTU Student Learning Environment' as its theme this year. Throughout the week, participants will have opportunities to look at how key roles are carried out by departments and stakeholders as they come together to create a conducive and enriching learning and teaching environment in higher education. Key points of interaction and engagement such as faculty roles, learner's behaviour, and the physical environment will also be discussed and how quality education for the future can be achieved.

Through this event, we aim to provide a platform for educators and various groups to come together to explore new and meaningful opportunities to create a conducive and effective culture of learning and teaching in Singapore.

Distinguished Speakers:

Professor Kerrie Lee Krause, Director of the Centre for Learning and Teaching, Victoria University
 Dr Eva Wong, Director, Centre for Pedagogical Teaching and Learning, Hong Kong Baptist University
 Dr Ben Cleveland, Senior Lecturer, Faculty of Education, University of Northern Iowa, USA
 Professor Lee Sze Ping, Senior Lecturer, School of Education and Professional Studies, The Education University of Hong Kong

Sign Up Here

<http://event1.ntu.edu.sg/good2great>

NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE

NTU Annual Learning and Teaching Conference: **from Good to Great 2018**

8-9 March 2018
 Venue: SBS Classroom 1

Engaging Students in Learning Transitions

The transition to university requires students to engage in learning experiences, different from those of school. Likewise, the journey from the beginning to the end of an undergraduate degree involves a number of learning transitions. How does a university explicitly shape its learning and teaching practices around these student transitions? This conference explores student development across different stages of their learning in terms of integrating key competencies and knowledge development, the development of self-directed learners and future professionals.

Distinguished Speakers:

Carol Evans, Professor of Higher Education, Southampton University
 George Kuti, Associate Professor, Director of Higher Education, Simons University
 Keitha Wilson, Director, Centre for Learning, University of Queensland
 Cai Yiyi, Associate Professor, School of Mechanical and Aerospace Engineering
 Patricia Leronz, Lecturer, Centre for Modern Languages, School of Humanities
 Peter Looker, Head, Teaching, Learning & Pedagogy Division

NTU Presenters:

Linda Ong, Career Services Director, International Programs, College of Business (Baylor Business School)

Sign Up Here

<http://conference.ntu.edu.sg/good2great>

NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE

5-6 MAR 2019

from Good to GREAT 2019
 NTU Annual Learning and Teaching Conference
 Venue: Lecture Theatre 1 (NS3-02-09)

Faculty as Agents of Change: Pedagogy, Technology and Learning Transitions

Driven by pedagogical imperatives, the increasing use of educational technology in higher education requires rethinking the role of faculty in curriculum design and delivery.

- What kinds of expertise is now required for faculty to develop and teach courses in a digital age?
- How can faculty lead pedagogical-technological change?
- What types of institutional structures, non-faculty professional expertise, and other resources can support faculty as agents of change?

This conference aims to provoke some of the difficult questions and larger issues surrounding pedagogy and technology, through presenting NTU case studies and other research findings.

Featured Speakers

Associate Professor Shaun Lee Wei Hee, Murdoch University, Australia

Organised by the NTU Teaching, Learning and Pedagogy Division
ntu.edu.sg/tlpd

Conference Website
event.ntu.edu.sg/good2great

2017 The NTU Student Learning Environment

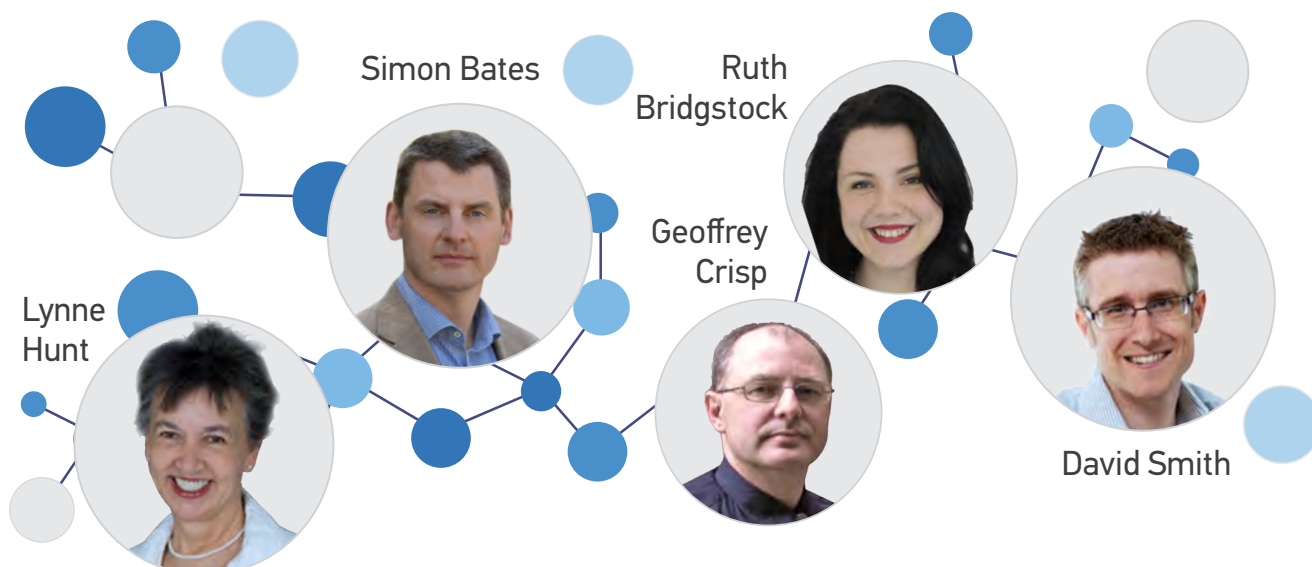
2018 Engaging Students in Learning Transitions

2019 Faculty as Agents of Change: Pedagogy, Technology and Learning Transitions

Distinguished Speakers

As part of a Quality Improvement Project (QIP) supported by the Ministry of Education, TLPD regularly invites distinguished educators and practitioners to share in their expertise in higher education teaching and learning, through workshops, seminars, and individual consultations.

Over the years, we have invited distinguished speakers across a variety of pedagogical interests, from areas such as assessments and learning design to feedback practices and engaging with students as partners in teaching and learning.



Workshop on Personalising Learning
Prof Simon Bates
University of British Columbia

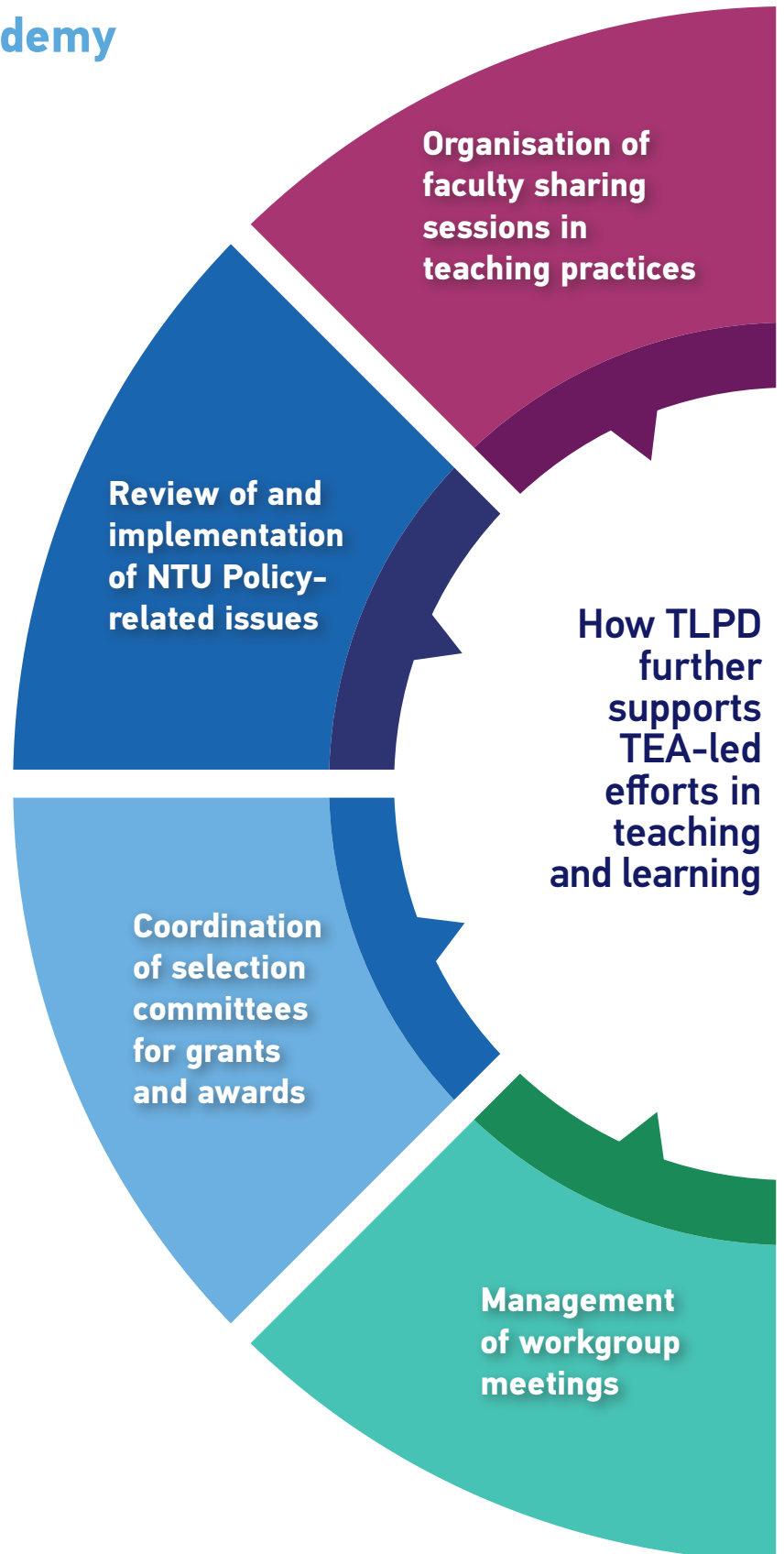


Workshop on Curriculum and Quality Enhancement
Prof Carol Evans
University of Southampton

Teaching Excellence Academy

As the secretariat to the Teaching Excellence Academy (TEA), TLPD supports and administers many of the Academy's strategies, such as professional academic development, evaluation of the learning environment, and teaching and learning research. On behalf of the Academy, TLPD also organises teaching and learning events and seminars.

The Academy has connections and affiliations to other worldwide teaching and learning organisations, including the International Society for the Scholarship of Teaching and Learning, the Carnegie Foundation for the Advancement of Learning, the UK Higher Education Academy, and the Center for Academic Integrity. These connections support the Academy's global outreach and engagement in higher education research.





The award is presented each year in October at the Innovations in Teaching Seminar.
<http://www.ntu.edu.sg/tlpd/GrantsandAwards/jcsma/Pages/index.aspx>

Teaching & Learning Awards

John Cheung Social Media Award

The John Cheung Social Media Award recognises the exemplary and innovative use of social media by faculty in their teaching practices. This award is given annually as part of the John Cheung Endowment Fund (Social Media for Teaching and Learning). Candidates for the award are nominated by the respective Schools / College and are awarded by a judging panel comprised of faculty members from TEA and staff from TLPD and CITS. Each recipient receives a cash award of \$1,000.

2015 Recipients

Dr Cise Unluer, CEE

Dr Cui Feng, CoHASS

Ms Hoo Hui Teng, NBS

Asst Prof Jennifer Yeo, NIE/NSSE

Ms Wong Pei Wen, WKWSCI

Asst Prof Zachary Walker, NIE/ECSE

2016 Recipients

Asst Prof Csilla Weninger, NIE/ELL

Dr Kumaran Rajaram, NBS

Assoc Prof Lee Yew Jin, NIE/NSSE

Asst Prof Marcos, MAE

Asst Prof Natalie Pang, WKWSCI

Assoc Prof Qiu Lin, CoHASS

2017 Recipients

Assoc Prof Anutosh Chakraborty, MAE

Ms Neerja Sethi, NBS

Assoc Prof Quek Choon Lang Gwendoline, NIE/LST

Assoc Prof Randall Packer, ADM

Assoc Prof Tang Siu Mei Ramona, NIE/ELL

Asst Prof Thomas Rockstuhl, NBS

Mr Wilkinson Mark James, NIE/ELL

For the NEA (University) Awards, each College should submit one nomination from among its College winners to the Secretariat of the Teaching Excellence Academy c/o TLPD.

Nanyang Education Award (University)

The Nanyang Education Award (University) is the highest honour conferred by the University to faculty members in the field of teaching, and is presented annually by the President of the University.

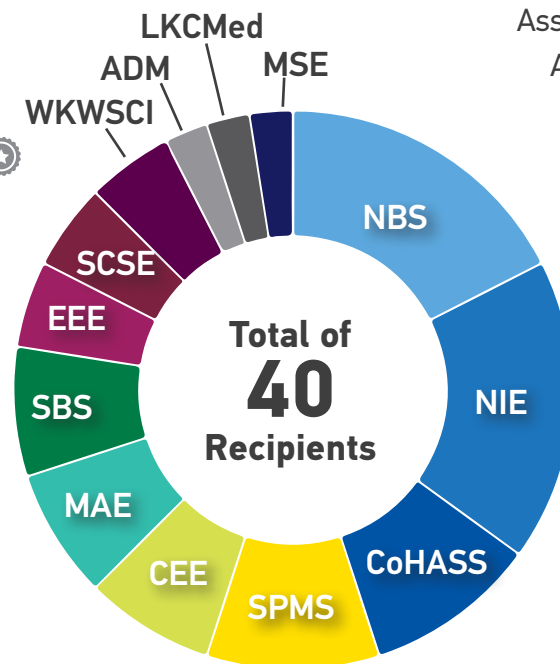
The Award recognises the dedication and achievements of faculty members who display excellent teaching practices and enriched the learning experiences of NTU undergraduate / graduate students and NIE Trainee Teachers through their deep passion and genuine concern for their students.

Beginning in 1994 and formerly known as the “Teacher of the Year Award” and “Nanyang Award for Excellence in Teaching”, this Award was renamed “Nanyang Education Award” in 2013, and was expanded into a multi-tier award scheme that elevates teaching recognition at higher levels within Colleges and in the University. There are now three levels of the Award (School, College, and University) and three special distinctions (gold, silver, bronze).

NEA (School) recipients can be nominated for NEA (College); NEA (College) recipients can be nominated for NEA (University). All NEA (College) recipients become Fellows of the TEA.

- Assoc Prof Ng Woon Lam
- Dr Chew Ah Seng, David
- Prof Harianto Rahardjo
- Asst Prof Cheung Sai Hung
- Assoc Prof Goh Wang Ling
- Assoc Prof Patrick Williams
- Asst Prof Wu Guiying, Laura
- Asst Prof Samara Anne Cahill
- Prof Ooi Kim Tiow
- Assoc Prof Wong Chee How
- Asst Prof Marcos
- Assoc Prof Gan Chee Lip
- Assoc Prof Lewis Lim
- Assoc Prof Poh Eng Hin
- Prof Vijay Sethi
- Prof Wee Chow Hou
- Assoc Prof Tan Joo Seng
- Assoc Prof Tan Kai Guan, Clement
- Ms Goh-Leong Lai Keun
- Mr Mohammed Azhar Bin Yusof

NEA Award Recipients



- Assoc Prof Ng Pak Tee
- Assoc Prof Wong Yeang Lam Ruth
- Assoc Prof Tan Tuck Lee, Augustine
- Assoc Prof Ang Pei-Hui, Rebecca
- Assoc Prof Tan Nguan Soon
- Assoc Prof Ajai Vyas
- Assoc Prof Goh Wooi Boon
- Prof Ong Yew Soon
- Dr Ho Shen Yong
- Assoc Prof Roderick Bates
- Assoc Prof Chan Song Heng
- Assoc Prof Chua Chek Beng
- Assoc Prof Jung Younbo
- Dr Mark Cenite
- Dr Shao Xuguang, Michelle
- Dr Sze Chun Chau
- Assoc Prof Goh Kim Huat
- Prof Cornelius Anthony Murphy
- Assoc Prof Tham Kum Ying
- Assoc Prof Chow Jia Yi

Research & Showcase

Video Production

TLPD's TLS Team was appointed to create a series of videos to support NTU's Undergraduate Orientation Coordinating Committee (UOCC) initiative. The purpose of these videos was to help incoming students familiarise themselves with NTU's Education Policy, as well as NTU's learning environment and teaching practices.

Since this initial appointment, TLPD has expanded its outreach and collaborative efforts into producing video resources to document students' unique learning experiences along with exemplary teaching practices by NTU faculty.

Good Teaching Practices

To celebrate the efforts and great lengths that faculty and staff undertake in their teaching, TLPD began a new series of videos to recognise and showcase effective teaching practices at NTU.

Based around different themes and varying practices across the University, these videos have been used as references and models in our Faculty Development workshops.

- **Large Classroom Teaching**

(Featuring Dr Ho Shen Yong)

- **Team-teaching**

(Multi-disciplinary Programme at SCSE)

School-based Student Experience Videos

The school-based student experience videos document and highlight the key learning opportunities that students will experience during their undergraduate programme. These videos get up close and personal, as students and alumni share their thoughts on how to make the most out of the undergraduate experience and how to achieve the intended outcomes from their respective programmes.

- **Nanyang Business School**
- **School of Physical and Mathematical Sciences**
 - Division of Physics and Applied Physics
 - Division of Mathematical Sciences
 - Division of Chemistry and Biological Chemistry

Student Transition Videos

Commissioned by the UOCC, this set of videos highlight key undergraduate experiences in students' learning journeys at NTU.



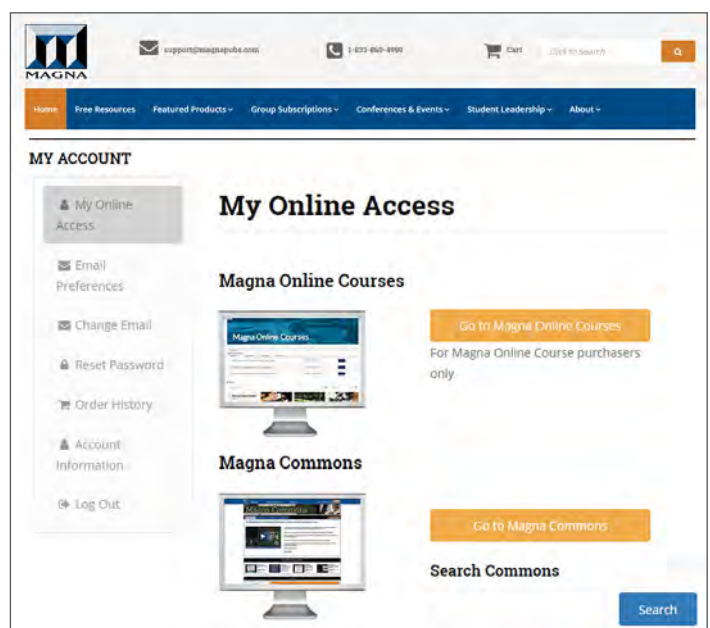
A selection of these videos can be found on TLPD's YouTube channel.
<https://www.youtube.com/channel/UCLysMPGuwUgsueydaUfNzXw>



Magna Commons & 20-Minute Mentor

Through TLPD's Magna Commons and 20-Minute Mentor subscription, NTU faculty and staff have access to online, video-based programmes designed to bolster faculty teaching practices and support student learning.

These videos deliver actionable insights in highly focused, bite-sized modules designed for easy access and to fit busy schedules.



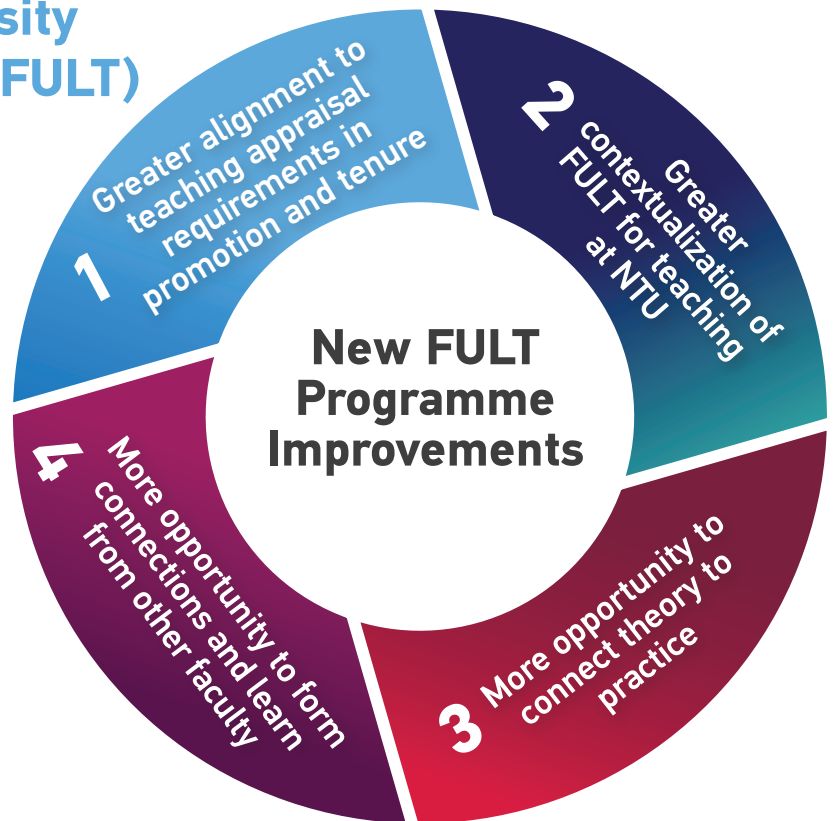
2. ACADEMIC DEVELOPMENT

Programmes

Foundations in University Learning & Teaching (FULT)

FOUNDATIONS of University Learning and Teaching (FULT) aims to provide a structured environment where educators can develop practical skills and a deep understanding of course design, teaching, learning, assessments and communication with students at NTU.

Beginning in Semester 1 of 2019-20, an updated FULT programme is now available to all new Assistant Professors, Lecturers and Senior Lecturers who have just joined NTU.





Teaching Assistant Programme



FULT Programme

Teaching Assistant Programme (TAP)

Teaching Assistant Programme (HWG702) prepares PhD candidates for teaching assignments, making them ready to become faculty of the future. HWG702 offers five core modules and three elective modules. The five core modules cover the principles of university teaching and development of skills that future faculty need to facilitate effective learning. The three elective modules cover assessments and the effective use of educational technology. Students are awarded the University Teaching for Teaching Assistant Certificate upon completion of the eight modules. A strong feature of this course is the emphasis on **a student-centred approach**, which is developed through micro-teaching and patchwork assessments.

TAP Enrolment

Year & Term	Core Modules	Elective Modules
AY14/15 S1	371	109
AY14/15 S2	358	137
AY15/16 S1	357	116
AY15/16 S2	367	98
AY16/17 S1	291	126
AY16/17 S2	276	127
AY17/18 S1	269	117
AY17/18 S2	265	113
AY18/19 S1	158	72
AY18/19 S2	198	97

Grants

Education Excellence (EDEX) Grants

The EdeX Teaching and Learning Grant was introduced in 2012 to provide faculty with the opportunity to research and develop new strategies to improve student learning.

The aim of EdeX is to involve faculty in the scholarship of learning and teaching. Each year, the project focuses around various themes such as feedback in Technology Enhanced Learning (TEL), embedding NTU graduate attributes in student learning, student as partners in learning, and team assessments for learning.

EdeX Grants

Academic Year	Grants Awarded
AY12/13	4
AY13/14	5
AY14/15	13
AY15/16	16
AY16/17	19
AY17/18	13
AY18/19	20

EdeX Project Posters

2017

NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE
Development of a survey instrument to evaluate students' perceptions of the learning environment
 Ng, B.¹, Tan, S. C.^{1,2}, Quek, C. L. G.³, Looker, P.³, & Koh, J.¹
Centre for Research and Development in Learning, ¹National Institute of Education, ²Teaching, Learning and Pedagogy Division

INTRODUCTION
 Learning environments may influence the ways that students learn which in turn may affect their learning outcomes such as academic performance. Guided by Biggs' framework known as the 3P (i.e., prestage, process and product) model, this research aimed to develop an instrument to evaluate students' perceptions of the blended learning environment, approaches to learning and outcomes. Factorial analyses were used to validate the instrument which is known as the 3P Questionnaire (3PQ). With this developed instrument, it examined the relationships among students' perceived teaching, social and cognitive elements, approaches to learning, as well as academic performance. Findings of this study yielded evidence for the relationships among students' perceptions of the learning environment, their approaches to learning and outcomes.

OBJECTIVE
 The objective of this study was to develop a survey instrument for understanding students' approaches to learning and how these affect student outcomes. It also evaluated students' perceptions of the blended learning environment in Nanyang Technological University (NTU).

METHOD
Survey Instrument
 The development of this instrument involved the adaptation of items from the Community of Inquiry (CoI), Approaches and Study Skills Inventory for Students (ASSIST), Shortened Experiences of Teaching and Learning Questionnaire (SETLQ), and physical environment scale from Organization for Economic Cooperation and Development (OECD).

Study Design & Participants
 It was an exploratory cross-sectional study using a convenience sample of undergraduates at NTU.

Data Analysis
 Exploratory factor analysis using rotated maximum likelihood with Oblimin rotation (SPSS version 23.0) were conducted to measure construct validity. Internal consistency reliability was measured using Cronbach's alpha. Correlations between factors were conducted to determine the relationships among prestage, process and product of learning (see diagram below).

DISCUSSION & CONCLUSION
 Exploratory factor analyses resulted in two-factor solution for student characteristics, three-factor solution for teaching context, two-factor solution for design context, and three-factor solution for approaches to learning. Cronbach's alpha coefficients for all the factors indicate satisfactory reliability of the survey instrument. Correlational analyses indicate significant relationships among some of these factors in the 3P (i.e., students characteristics, approaches to learning, skills gained, and course grade). Thus, the 3PQ provides a quantitative measure of student characteristics, teaching and design contexts, approaches to learning, as well as student outcomes. Future research should involve testing the 3PQ instrument in a large sampling population to determine if it can be generalised to measure students' perceptions of learning environments in the university settings.

Acknowledgment: This research is supported by a startup grant from the Centre for Research and Development in Learning (SRADG02N16).

FEDOR DUZHIN, ANDERS GUSTAVSSON

DOES TBL IMPROVE EXAM SCORES?

DO YOUR TEACHING STRATEGIES ACTUALLY WORK?

- Clickers, scratchies, round tables, team formation, peer review etc.
- Problem-proper randomized studies disrupt the normal teaching process
- Problem: selection bias

MEASURE EFFECT OF TEACHING STRATEGIES ON EXAM SCORES

- Calculate the expected exam score given initial level of each student
- ADDED VALUE = ACTUAL SCORE - EXPECTED SCORE**

OUR METHOD

- Positive added value - good choice of learning activities / teaching strategies / instructional tools
- Negative added value - bad choice

ACTUAL EXAMPLE

Students who prefer clickers to handwritten homework (Clicker-lovers) vs students who prefer homework to clickers (HW-lovers)

HYPOTHETICAL EXAMPLE

Teams with 3 strong and 3 weak students vs teams with 6 average students

Objectives

Civic-mindedness is one of the five core NTU graduate attributes. Yet, Cunningham (2000) notes that "civic-learning outcomes...are difficult to document" in spite of the fact that instilling such values are one of the most significant and direct ways colleges and universities can contribute back to society. This research seeks to evaluate the extent to which civic-mindedness has been embedded in our curriculum using the *Literature and Medicine* course as a case study. We are also particularly interested in the ways in which our students' knowledge, skills, and disposition towards civic involvement can be developed to engender a sense of responsibility and empowerment.

Summary

1. Assess the degree to which students exhibit the seven attributes of the civic-minded graduate.
2. Assess the effectiveness of alternative assessment methods (e.g. concept mapping, creative projects) in embedding CMG attributes.
3. Survey the degree to which CMG attributes are embedded in the curriculum.
4. Develop new assessments, teaching strategies, and public partnerships to contribute to programme enhancement.

Why Literature and Medicine?

1. Interdisciplinary research-led teaching
2. Treating students as partners in learning
3. Innovative assessment methods (concept mapping, creative project, graphics)
4. Public engagement (exhibitions in NTU and Jurong Libraries)

Developing and Evaluating Civic-Mindedness: Students as Partners in Public-Engagement Initiatives

Students as Partners in Public-Engagement Initiatives

Methodology

Multiple choice questionnaire—Students who major in English will be given a questionnaire based on Steinberg, Hancock, and Bingle's (2011) Civic-minded Graduate (CMG) Scale. Used as a feedback mechanism, the results of this questionnaire will strengthen components of the *Literature and Medicine* course so that it more evenly contributes to the different components of the CMG construct.

Qualitative interviews—Students will be interviewed according to the CMG Narrative Rubric, a writing which will be transcribed and coded according to the CMG Narrative Rubric. Analysis of the interviews will involve close-reading of the dialogues, notes, and themes that are embedded in students' responses. This will help us understand students' perceptions of the course with regards to its civic-engagement potential, and their attitudes towards the innovative assessment methods in particular.

Focus groups—we will workshop with representatives from the National Library Board (NLB), the National Heritage Board (NHB), Junior Colleges and Polytechnics, The Institute of Mental Health, SingaMokThee Hua Kwang Hospital, Tan Tock Seng Hospital, graduate students, creative writers, and TLEP. The workshop will consist of a series of short presentations on potential avenues for campus-community partnerships, followed by break-out groups and concluding roundtable.

Outcomes

We predict that students who take *Literature and Medicine*—which strives to integrate community values with course content—will evidence higher levels of civic-mindedness.

Import successful civic-engagement components to other modules in the future

Publications in journals in the fields of medical humanities and the scholarship of teaching and learning

Disseminate our results university-wide through presentation at the Annual NTU Teaching and Learning conference

Asst. Prof. Graham John Matthews
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School of Humanities

Query-Answer-Store-Share (QUASS)

A Dynamic Knowledge Sharing System

Purpose

- To disseminate answers to students' questions and queries knowledge to an individual or a group.
- Targeted at students who register their interest in knowing the information of related topics.
- Gather statistics on students learning of course topics and deliver targeted content.

Approach

- When student send a query to a lecturer through email.
- Upon registering, response will be routed to a knowledge-based system.
- This system registers the interest of students in certain topics related to the course.
- Matching of keywords can be performed by the system and matched information will also be sent to these students.
- System will be built as a web-based info system whereby student can login to register their interest in certain or all of the topics covered in the lecture.
- Stored information can also be viewed.
- Notification will be in SMS email.

Gaps

- Currently students tend to send emails to lecturer on course topics or coursework related clarifications. And reply will be mainly sent to this student and there are likelihood that these questions are common doubts that student faces. Resulting to the point that lecturers may need to reply multiple times or make an announcement.
- NTU learn has a notification system and discussion forum but lacks the dynamic storing of knowledge and relevant dissemination.
- If the above proposed system is realized, this will be automated and knowledge will be shared to those who are interested.
- Project will be applicable to all courses who wish to build up their knowledge-based content and share with students.

Strategy

Query question through email

Register interest on topic

Viewing of registered topics (Shared knowledge)

Answer & Reply to email

Store the response to knowledge web based system

Store and retrieve

Knowledge Database

Aims and Objectives

- Fastest access to information/knowledge through notification.
- Common knowledge pool of knowledge shared beside the discussion forum.
- Gathering of statistics on related course topics of students' queries to deliver more targeted content.
- Knowledge base build up over time for different courses.
- Complements current TELL rollout.

This project is supported by the EdEx Grant from the Teaching, Learning and Pedagogy Division, Nanyang Technological University, Singapore.

Contact: Mr. Tan Kiang Loong, Lecturer of School of Computer Science & Engineering (SCSE), lkhoon@ntu.edu.sg www.ntu.edu.sg

2018

The Implementation and Evaluation of an Undergraduate Teaching Assistantship (UTA) Programme

Dr Rebecca M. Nichols & Prof May O. Lwin
NTU-University Scholars Programme (NTU-USP)

Why UTAs?

Inclusion of UTAs as partners in teaching and learning is associated with:

- Higher final course grades (Black & Voelker, 2013)
- Better course evaluations (Fernald, Chittler, Lawson, Sengco & Ribbit, 1975)
- Significant learning benefits to UTAs themselves (Fremouw, Millard, & Donohue, 1979; Mendonhall & Burr, 1982; Worley, 2015)

UTAs have also been shown to facilitate better course outcomes in myriad disciplines:

- Liberal arts courses (Smith, 2008)
- Humanities courses (Karpent & Schuch, 2017; McCormick & Stoffer, 2008)
- Social science courses (Karpent, Norcross, Cannon, & Karpent, 2007; Osborne, Norman, & Bazford, 1997)
- Research methods courses (Crown, Connolly, & Silva, 2014)
- Courses with small group exercises (Rice, 1978)

The Venue: SP0007

We are currently piloting a UTA programme in SP0007: *Feedback and Documentation*. Ten UTAs each work with a group of six to seven students.

This course is a core module in the NTU-University Scholars Programme (NTU-USP), a multi-disciplinary programme designed to complement and bridge NTU's core disciplines and to nurture creative and reflective global citizens devoted to understanding the social, cultural, economic, and environmental forces that give shape to our ever-changing world.

Required by all NTU-USP students in their first year, *Feedback and Documentation* introduces students to conducting a research project in the humanities, arts, and social sciences. It is rooted in Team-Based Learning (TBL) with Technology-Enhanced Learning (TEL) components and an overseas research trip.

Programme Assessment

This project utilizes a mixed methods (i.e., quantitative and qualitative) approach to assessing the expected teaching and learning impacts and understanding the overall value of this UTA programme.

Mid-Course Questionnaire
Enrolled Students: UTA (n=10)
Enrolled Students: UTA (n=10)

End-of-Course Questionnaire
Enrolled Students: UTA (n=10)
Enrolled Students: UTA (n=10)

End-of-Course Focus Groups
Enrolled Students: UTA (n=10)

Future Directions: Join Us!

As not just researchers but also SP0007 course instructors, our impressions thus far indicate a successful UTA programme.

We envision working with faculty across Departments at NTU to study the efficacy of UTA initiatives in programmes beyond the NTU-USP and the School of Social Sciences.

If you are interested in piloting a UTA programme in your department or in one of your own courses, please do not hesitate to contact us to learn more about our UTA approach and for potential collaboration.

UTA Responsibilities

- Reinforce the module and class learning objectives
- Provide feedback on initial drafts of deliverables
- Attend and facilitate group activities in class
- Arrange and implement a teaching and learning night during the trip
- Meet with faculty for a weekly hour-long to prepare for upcoming classes & address any issues related to UTA duties
- Accompany students during feedback and advise them as necessary
- Avail oneself by email and for meetings with their small group as needed
- Report whereabouts and well-being of group members during the trip
- Identify critical information from lecture materials, readings, and LAMS sequences and their relevance to UTA help students understand the material
- Present challenges students have with course materials and assist directly or communicate to the SP0007 faculty

Teaching & Learning Impacts

In this project, it is expected that UTAs will:

1. Contribute to multiple aspects of the development and implementation of a course, including course structure, content, and teaching and learning materials.
2. Reduce student anxiety to meet student learning outcomes through their own teaching and learning content, answering student questions, guiding progress of student teams, engaging in problem-solving during learning activities in the social, cultural, economic, and environmental deliverables.
3. Reduce student anxiety and promote student participation in the course through peer-level guidance and instructor-student communication barriers.
4. Further master course content through their own teaching and mentoring.
5. Develop professional skills, including but not limited to self-confidence in interpersonal interaction, improvement in oral and written communication skills, practice in fair and consistent decision-making concerning peers.
6. Strengthen mentoring, facilitation, and leadership skills through a teaching context.
7. Contribute to overall course efficacy and satisfaction of students enrolled in the course.

For more on this project, please contact: Dr.Rebecca.M.Nichols@ntu.edu.sg

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360° VIRTUAL REALITY

THE EXPERIMENT

We are in a transitional period leading to the mass use of VR technology. Even though 360°VR video was invented a long time ago, it hasn't been yet widely adopted due to financial issues. First, the cost of production has been very expensive. To produce a 360°VR video in the past, you would need at least four cameras with the same focal length and together on a specially designed rig. This would also need a very expensive and powerful machine to stitch, render and edit the very lengthy footage. Second, the cost of head-mounted display (HMD) has also been very high. Although 360°VR video works on regular browser or smartphones, the user's experience is better when wearing the head-mounted display (HMD) which helps reduce the costs from their physical environment (Krupar, Kuchuk, Oates, Zacher & McKeown, 2016). However, being seen by capital investors in Silicon Valley as the fourth wave of digital technology after computers, the Internet, the mobile, and VR technology has been heavily invested in since 2014. Together with the most technological advancements, the costs have drastically decreased in the past two years and opened the door for the average consumer to gain access to 360°VR video.

Generally, the listening comprehension assessment method employed (especially for summative assessment) in foreign language learning is through the use of recorded audio of native speakers, the student listens to the recording while also completing written questions to check if they truly comprehended the message.

However, while this method is a straightforward evaluation process, it does not entirely reflect the use of listening skills in real life situations in terms of contextual support and pragmatic comprehension, as mentioned earlier. Learning a language, unlike learning, for example, the mathematics, communications and hard sciences of their interlocutors, is better to be able to comprehend the message (contextual cues, pragmatic knowledge, which is often culturally bound) to make inferences and determine the speaker's implied meaning. Many times, students only passively grasp the message from the speaker and need more cues found in the surrounding environment (context) to improve their understanding.

INNOVATIVE ASSESSMENT FOR LISTENING COMPREHENSION IN FOREIGN LANGUAGE LEARNING USING 360° VIRTUAL REALITY VIDEO

PROJECT AIMS

1. To study, design and develop the use of 360°VR video as a tool for listening comprehension assessment in foreign language learning.
2. To assess (in comparison to current listening comprehension tests) the use of 360°VR video with foreign language learners in terms of content and classroom application.

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School of Humanities

Dr. He Healding
School of Humanities

Figure 1: Virtual Reality

Virtual Reality (VR) is a simulated environment that can be interacted with in a seemingly real or physical way. This is done through a head-mounted display (HMD) which tracks the user's head movements and provides a 360-degree view of the virtual world. The user can interact with the virtual world using hand-held controllers or motion tracking devices. The virtual world can be used for a variety of purposes, including entertainment, education, and training.

Figure 1 illustrates the components of a VR system. It shows a user wearing an HMD, which is connected to a computer system. The computer system is connected to a VR headset, which provides the user with a 360-degree view of the virtual world. The user can interact with the virtual world using hand-held controllers or motion tracking devices. The virtual world can be used for a variety of purposes, including entertainment, education, and training.

PROJECT SIGNIFICANCE

We assume this new innovative assessment method for language learning will be more effective than the traditional listening tests because students will be exposed to a virtual environment.

The core value of 360°VR lies in its ability to create a virtual world, providing an immersive experience for learners. We can offer this approach from the assessment tool to a new learning approach. Numerous courses and disciplines within NTU can benefit from such technology. For example, a virtual tour of a "spaceport" for engineering students, or a simulated view of a "spaceport" for engineering students, or a simulated view of a "spaceport" for engineering students, or a simulated view of a "spaceport" for engineering students.

For more information please contact: saravanan@ntu.edu.sg

THIS PROJECT IS SUPPORTED BY THE EDEX GRANT FROM THE TEACHING, LEARNING AND PEDAGOGY DIVISION, NTU

2019

Education Excellence (EDEX) Grants

As a result of their research findings, EdeX Grant recipients have made a meaningful impact in the way teaching and learning is undertaken at NTU. Past grant recipients have developed new learning interventions that are deployed for classroom use, while others have used innovative pedagogical approaches such as partnering with students to co-create curriculum to better serve their needs. The EdeX grant has even been used by some recipients as a springboard to pursue additional research and funding via MOE's Tertiary Research Fund (TRF).

Over the past 7 years, between \$5,000 to \$40,000 has been awarded to 90 recipients for research undertaken for a period of 12 – 24 months.

“

NTU's EdeX Grant enabled me to explore new ideas on teaching and learning. With my initial research supported by the EdeX Grant, I was then able to successfully apply for the MOE TRF.



EdeX Grant Recipient for 2015 and 2017

Asst Prof Sreenivasulu Reddy Mogali
LKC School of Medicine

“

The EdeX grant allowed me to put together a unique and otherwise impossible learning opportunity for my students, as well as the means to conduct classroom-based research. It helped me carve out time to reflect on my teaching practice and course materials, and to make real and lasting changes to both.



EdeX Grant Recipient for 2017

Ms Kristina Marie Tom
Language and Communication Centre, CoHASS

NTU Education Strategy 2020

Outcomes-Based Teaching and Learning (OBTL) Initiative

The Outcomes-Based Teaching and Learning (OBTL) initiative is part of *NTU's Education Strategy 2020*. It is intended to improve graduate work-readiness by designing courses from the perspective of what students should be able to do as a result of having taken the courses. Based on the work of John Biggs and Catherine Tang (2011), the framework suggests that a quality course is one where the learning activities and assessment are aligned with student learning outcomes.

For this initiative, TLPD plays a supportive and consultative role, working with faculty, academic chairs and deans to see how the principles of OBTL can be meaningfully implemented for each School. Often, TLPD's Faculty Development (FD) Team sets up meetings with the faculty to listen to their questions, and support faculty in developing their course outlines. Over the past three years, the FD Team has also run 23 customised workshops, and met with various chairs to discuss how best to implement OBTL in their Schools.

Policy Development

TLPD assists in the development and updating of academic policies, with the aim to incorporate research findings and evidence that are in line with new strategies and directions.

This includes policies relating to promotion and tenure, assessments and student feedback on teaching. Workshops may then be organised by TLPD to support faculty in the adoption of these policy changes.

**Courses
Aligned
with
OBTL**

July 2018	August 2019
658	1420
30%	60%

The target is to have all courses aligned with OBTL by 2020. As of 21 August 2019, over 60% (1,420 courses) have completed the process.

Scholarship of Teaching and Learning (SoTL)

The Scholarship of Teaching and Learning (SoTL) refers to the systematic investigation by faculty of questions regarding their own teaching and their students' learning, and the public dissemination of the results of that investigation. These questions are often about what research-backed findings can be implemented to promote effective student learning, especially in the context of today's rapidly changing environment.

TLPD has been involved in various SoTL-related activities, such as hosting the SoTL-Asia Symposium, administering the EdeX Grant, and being investigators in various NTU research studies.

Action Research

Dr Ho Shen Yong (SPMS)

In collaboration with Dr Ho Shen Yong, the Faculty Development (FD) Team has been examining student learning in a Physics course since 2017. The purpose was to study the impact of various new teaching methods Dr Ho had implemented in his course, such as Mastering Physics, Learning Catalytics, teaching videos, and recorded tutorials. In addition, we had looked at students' use of the course intended learning outcomes to monitor the impact of the OBTL initiative.

Assoc Prof Andy Khong (EEE)

FD Team members Fun Siong and Dr Sophia Tan are currently collaborating with Assoc Prof Andy Khong on a study on the Garage@EEE. The purpose is to find out if the various initiatives within the programme encourage students to become innovative.

“

Our project involves the study of several initiatives from Garage@EEE, such as the effectiveness of workshops in training students to solve complex engineering problems, and Fun Siong and Sophia have played a pivotal role in this project.

Drawing upon their proficiency in quantitative analysis, they have been very proactive in assisting the team to design the survey questionnaire. They will not hesitate to meet up with the team to discuss the project's objectives, potential pitfalls, and opportunities on how to move the project forward. I have had an enjoyable experience tapping into their expertise.

More recently, they have worked very closely with me in supporting a research grant application arising from our EdeX grant work.



Assoc Prof Andy Khong
EEE

”



Institutional Research

Dr Teo Chee Chong (CEE)

FD Team member Dr Jason Lee has been working with Dr Teo Chee Chong from the School of Civil and Environmental Engineering on a framework to help students develop critical thinking and creative problem solving skills for operation management courses. The effectiveness of this framework will be measured through a course taught in 2019.

OBTL (Psychology, SSM, NBS, Chemistry)

For continuous improvement of the OBTL initiative, the FD Team has embarked on a longitudinal study involving ten courses from the School of Social Sciences, Sport Science and Management, Nanyang Business School, and the School of Physical and Mathematical Sciences. The study seeks to determine the impact of OBTL on student learning approaches.

Team Assessments (All Colleges)

The University updated its policies on team assessments to encourage individual accountability, positive interdependence and the development of teamwork skills. FD Team member Fun Siong has initiated a study on team assessments with 23 faculty across all four Colleges to uncover practices that would best nurture the three aspects. We intend to share the research findings in 2022.

Publications and Conferences

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Consultancies

Core to TLPD's mission is to provide a conducive and evidence-based teaching and learning environment. At times, we are tasked to take on consultation work both internally and externally. Examples of such consultations include support for Promotion and Tenure in relation to teaching, providing direct teaching support through firsthand feedback and observation, and sharing with other universities and institutions the purpose and design concepts around effective learning spaces.

Promotion and Tenure (PT) Consultation

TLPD supports faculty who are pursuing PT by offering regular workshops on how to create and **develop effective teaching portfolios**. TLPD will also provide comments and suggestions on draft portfolios. These portfolios are not only a valuable tool for the PT process, they are also important for educators to track their own personal growth.

Teaching and Learning Consultation

Providing faculty with direct support in their teaching practice is an important part of TLPD's mission. From giving **firsthand feedback** by attending lectures and tutorials to helping faculty understand their students' feedback, we are here to support faculty in all aspects related to teaching.

Learning Spaces and Tours

As TLPD was closely involved in the development of new learning spaces, providing both the pedagogical rationale for the design and practical support during the construction period, we were called upon to give tours and presentations to many visiting parties from other universities. We were also invited to visit many universities and to present on NTU's use of teaching and learning spaces.

Visits to NTU on Learning Spaces

AFRICA & THE MIDDLE EAST

Ethiopia

Addis Ababa University

South Africa

University of Pretoria

Israel

Achva Academic College

UAE

American University of Sharjah

ASIA & THE PACIFIC

China

Beijing University

Nankai University

Nanjing University

Chinese Academy of Sciences

Southern University of Science and Technology

Shanghai Jiao Tong University

National University of Defense Technology

Hong Kong

Hong Kong Design Institute

India

Symbiosis School for Liberal Arts

SRM University

Indonesia

Bina Nusantara Group

Japan

University of Tokyo

Kansai University

Kobe University

Kanazawa University

Hokkaido University

Obihiro Agricultural College

Korea

Ajou University

Hanyang University Business School

Malaysia

Sunway University

New Zealand

Glendowie College

Philippines

De La Salle University

Ateneo School of Medicine and Public Health

Singapore

Singapore Management University

Temasek Polytechnic,

Ngee Ann Polytechnic

Republic Polytechnic

Agri-Food & Veterinary Authority

Thailand

Chulalongkorn University

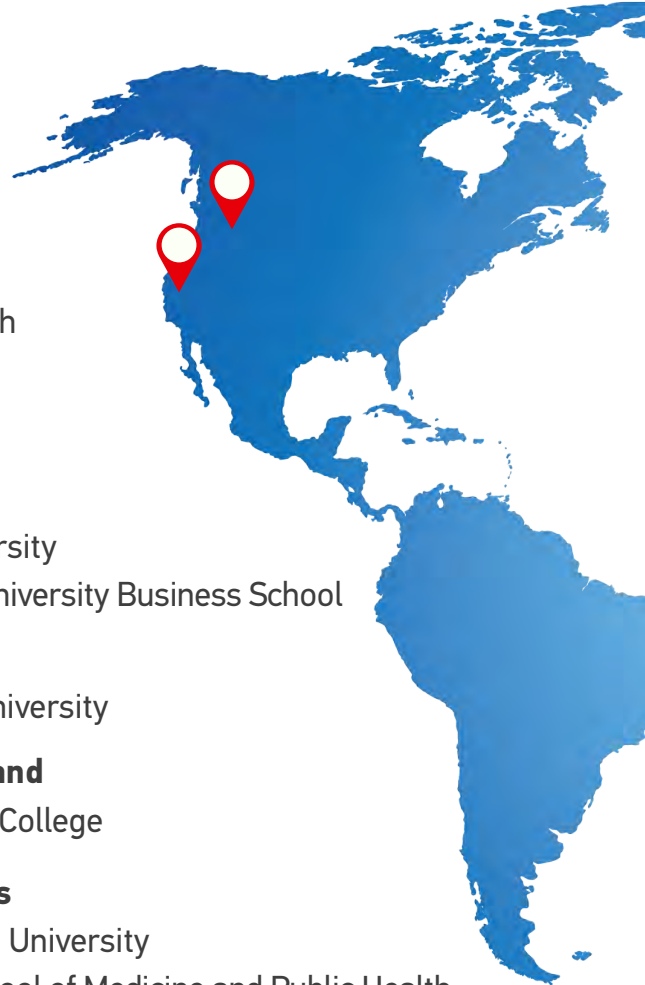
The Knowledge Network Institute of Thailand

King Mongkut's University of Technology Thonburi

Vietnam

Ho Chi Minh National Academy of Politics

Vingroup Joint Stock Company





EUROPE

Denmark
Danish Embassy

Finland
Aalto University

France
IÉSEG School of Management

Germany
Technical University of Munich

Sweden
Heads of IT Swedish Universities:
Malmö University
Blekinge Institute of Technology
Karlstad University
Linköping University
Uppsala University
Södertörn University
Luleå University of Technology
University West

Sweden
STINT Fellows:
Lund University
Mid Sweden University,
Campus Sundsvall
Umeå University
Swedish Foundation
for Strategic Research

Switzerland
Ecole Hoteliere Lausanne

United Kingdom
University of Essex
University of Leeds
University of Huddersfield
Nottingham Trent University

NORTH AMERICA

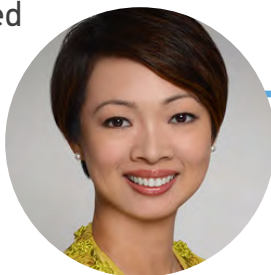
Canada
University of Fraser Valley

United States
The University of California

Consultancies

Foundations of University Learning and Teaching (FULT) with Wealth Management Institute (WMI)

In 2019, TLPD introduced a FULT programme specially adapted and tailored for WMI cohorts, which included microteaching sessions. This programme will be offered again in 2019 to include more WMI trainers.



Ms Foo Mee Har
CEO, Wealth management institute, NTU

“I would like to express my deepest appreciation again for your help in putting together the Faculty Development Programme for WMI. The participants gave the most positive feedback and I have seldom seen such an engaged group of senior industry leaders in training!

We have all learnt a great deal on how to become a better teacher from you. For many of the participants who have since started teaching at WMI applying techniques they learnt from your class, we have seen the efforts translate straight to top scores from students’ feedback.

FULT with NTU Libraries



NTU librarians are now at the forefront of educating undergraduates, postgraduates and even faculty on information literacy. We, therefore, felt that it was imperative for all librarians to have an adequate understanding of what good teaching practices entail. Accordingly, TLPD collaborates with NTU Libraries to offer FULT to support librarians in their teaching.

Engineering Accreditation Board (EAB)

TLPD has also worked closely with the EAB, especially in ensuring that the Outcomes-Based Teaching and Learning required at NTU is in alignment with the learning outcomes criteria set by the EAB.

The EAB also requires that assessments are aligned to the outcomes (as with OBTL) and recommends that all faculty have pedagogical training in general, and more specifically, training in the development of learning outcomes.

3-minute Thesis (3MT) and Falling Walls Lab

3MT is a competition where NTU graduate students present their thesis in just three minutes to an interdisciplinary audience and judges with just one slide and no props. Each year, TLPD supports 3MT through preparatory workshops for participants. Since the start of 3MT at NTU, TLPD's HOD has also participated as one of the judges for the finals.



3. Partnerships & Collaborations

External

Scholarship of Teaching and Learning (SoTL) Asia

As previously described, SoTL involves the systematic inquiry into student learning which advances the practice of teaching in higher education by making inquiry findings public. SoTL-Asia applies the theory and practice of SoTL to the Asian context, bringing together a number of universities around the region - including from Hong Kong, Philippines, Malaysia, China, Oman.

The SoTL-Asia Symposium 2019 was hosted by TLPD, and included several keynote addresses along with 15 presentations by faculty of various SoTL initiatives.

National Technology-Enhanced Learning Conference

The inaugural National Technology-Enhanced Learning Conference was held at NTU in 2015. It rotates around the six Singapore Universities every two years. In 2017, it was hosted by NUS; in 2019, it will be hosted by SMU. At this conference, educators present and discuss key topics and methods related to technology in education. These include Massive Open Online Courses (MOOCs), smart classrooms, cloud-based e-learning and innovative learning approaches such as team-based learning, blended learning and learning through gaming. The international keynote speaker for this year will be Professor Linda Price from The Open University (UK).



The poster for the SoTL-Asia Symposium 2019 features a blue and white design with a network diagram of icons representing various educational and technological concepts. The text on the poster includes the event title, dates (19-20 September 2019), a QR code, a 'Register Here' button, and a registration deadline of 1 Sep 2019. It also lists three keynote speakers with their names and affiliations: Dr Eva Wong (Hong Kong Baptist University), Dr Salmah Mohamad Yusoff (Universiti Malaysia Sarawak (UNIMAS)), and Prof Dr Chen Chwen Jen (Universiti Malaysia Sarawak (UNIMAS)). The venue is identified as Nanyang Technological University, The Arc, Learning Hub North (LHN) Tutorial Room + 37 (LHN-02-03), 63 Nanyang Drive, Singapore 636922. A 'View Map' button is provided. At the bottom, it directs visitors to the website <http://nus.edu.sg/sotl-asia> for more information.

Teaching Excellence Symposium

Instituted in 2018 after discussions between the University of Hong Kong (HKU) and TLPD, the Teaching Excellence Symposium showcases the work of award-winning teachers from NTU, NUS, HKU, the Hong Kong University of Science and Technology (HKUST) and the Chinese University of Hong Kong (CUHK). The first Symposium was held at HKU in 2018 and featured three of NTU's NEA (University) winners. The second Symposium will be held at NTU in November 2019.



SoTL-Asia symposium 2019



Inter-Department

Technology-enhanced Learning (TEL) with CITS

TLPD works closely with CITS in the TEL transformation of courses. Together with the Centre for Research and Development in Learning (CRADLE), TLPD and CITS have played a pivotal role in the development of the first TEL Implementation Report. This has led to greater collaboration between CITS and TLPD.

Undergraduate Orientation Coordinating Committee (UOCC)

The UOCC is responsible for coordinating all freshman orientation activities, whose purpose is to meaningfully assimilate freshmen into the intellectual culture, social environment and values of the NTU community, and to equip them for academic and personal success. As part of the orientation activities, TLPD assisted UOCC in designing three online modules on Academic Integrity and Anti-Harassment.

Academic Integrity e-Module

NTU's Academic Integrity Policy supports the University in the "pursuit of truth which depends on the integrity of all members of the community" and in creating "a climate of respect for the individual, and encourages self-respect which makes an individual worthy of trust." As part of this Policy, TLPD provides Colleges, NIE and Schools with **an academic integrity pack** comprising tools and information for faculty members to use to reinforce the message of academic integrity to students. Additionally, TLPD organises workshops for faculty members to detect and deal with academic dishonesty cases and in the design of assignments to make them more difficult for students to plagiarise.

Anti-Harassment e-Module

Harassment, including sexual harassment, is a critical issue that NTU takes seriously. As such, NTU has recently revised and reinforced the University's Anti-Harassment Policy, whose purpose is to **foster a community of respect** and to create a conducive teaching and learning environment that is free of harassment. Together with CITS, TLPD worked closely with the UOCC to design an online module to educate all students on how they can play a role in creating a community of mutual respect.

NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE

Fostering a Community of Respect



NANYANG TECHNOLOGICAL UNIVERSITY
SINGAPORE

Fostering a Community of Respect:
Creating an Environment that is
Free from Harassment

BACK NEXT



Prof Kwok Kian Woon
Professor of Sociology

Saadiqa Akhtar
Student Leader

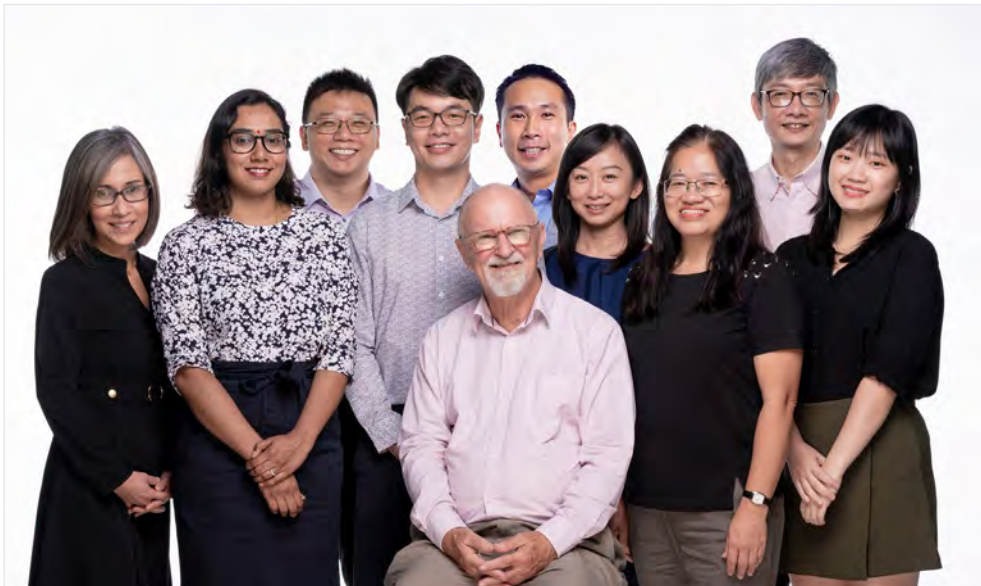
A safe and healthy learning environment

THANK YOU

IT HAS BEEN AN EXCITING AND EVENTFUL YEAR, filled with lots of learning, engagement, and growth, not only for us at TLPD but hopefully also for all our NTU colleagues.

Thank you for engaging with us, and for your feedback and support. In the coming year, we hope to provide you with even more opportunities for professional growth and development in teaching, learning, and pedagogy.

We also look forward to more collaboration and partnerships. Together, we can build an optimal learning and teaching environment for faculty and students, one that is transformative, impactful, and at the forefront of the higher education landscape.



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- Office of Health, Safety and Emergency

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