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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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
<td>25</td>
<td>300</td>
</tr>
<tr>
<td>2017</td>
<td>35</td>
<td>427</td>
</tr>
<tr>
<td>2018</td>
<td>20</td>
<td>292</td>
</tr>
</tbody>
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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

2014 Transformative Knowledge: Teaching for Conceptual Understanding

2015 Changing Identities in University Teaching

2016 Students as Partners in Learning and Teaching

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.

- Organisation of faculty sharing sessions in teaching practices
- Review of and implementation of NTU Policy-related issues
- Coordination of selection committees for grants and awards
- How TLPD further supports TEA-led efforts in teaching and learning
- Management of workgroup meetings
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
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.

NEA Award Recipients

- 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

- 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 Wook 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 (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.
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 Project Posters

**Development of a survey instrument to evaluate students’ perceptions of the learning environment**

**Objective**

The objective of this study was to develop a survey instrument that captures students' perceptions of the learning environment using a combination of question types and response options.

**Method**

The survey instrument was developed using a combination of question types and response options. The survey was administered to students who were enrolled in the course during the academic year.

**Results**

The survey instrument was found to be a valid and reliable tool for evaluating students’ perceptions of the learning environment. The results showed that the students had positive perceptions of the learning environment, with a particularly strong emphasis on the use of technological tools.

**Discussion & Conclusion**

The survey instrument developed in this study is a valuable tool for evaluating students’ perceptions of the learning environment. It can be used to inform the design of educational interventions that focus on improving the learning environment.

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**Does TBL Improve Exam Scores?**

**Objective**

The objective of this study was to measure the effect of Technology-Enhanced Learning (TEL) on exam scores.

**Method**

The study was designed as a randomized controlled trial, with one group receiving TEL and the other group receiving traditional teaching methods.

**Results**

The results showed that students who received TEL had significantly higher exam scores than those who received traditional teaching methods.

**Discussion & Conclusion**

These findings suggest that TEL can be an effective tool for improving student performance in academic settings.

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**Measure Effect of Teaching Strategies on Exam Scores**

**Objective**

The objective of this study was to measure the effect of various teaching strategies on student exam scores.

**Method**

The study was designed as a randomized controlled trial, with different teaching strategies assigned to different groups.

**Results**

The results showed that each teaching strategy had a different impact on exam scores, with some strategies having a significant positive effect.

**Discussion & Conclusion**

These findings suggest that different teaching strategies can have a significant impact on student exam scores, with each strategy having a different effect.

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**Actual Example**

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

**Hypothesis Example**

Teams with 2 strong and 2 weak students vs teams with 1 strong student and 1 weak student
Developing and Evaluating Civic-Mindedness: Students as Partners in Public Engagement Initiatives

Methodology:

Methodology

- Participation by Undergraduate students in Ulysses is designed to enhance critical thinking and communication skills among students.
- The project is conducted in collaboration with the School of Computer Science and Engineering (SCSE) at NTU.
- The project involves the implementation of a novel teaching methodology that utilizes interactive scenarios.
- Students are expected to work in small groups and engage in role-playing exercises.
- The methodology is designed to foster civic engagement and teamwork.

Outcomes:

- Improved critical thinking and communication skills among students.
- Enhanced understanding of civic engagement and public policy issues.
- Increased interest in community service and social responsibility.

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

Innovative Assessment for Listening Comprehension in Foreign Language Learning Using 360° Virtual Reality Video

Objective

- To assess the effectiveness of a novel assessment method for listening comprehension using 360° virtual reality videos.
- To evaluate the impact of virtual reality on student engagement and learning outcomes.

Approach

- The study involves a comparison of traditional listening comprehension tests with a virtual reality-based assessment.
- Participants are exposed to 360° VR videos to enhance their listening comprehension skills.
- The study collects data on student engagement and learning outcomes through pre- and post-assessment tests.

Summary

- The project was supported by an EdeX Grant from the Teaching, Learning and Pedagogy Division at NTU.
- The project was led by Dr. Rebecca M. Nichols, who can be contacted at rebecca.nichols@ntu.edu.sg.
- The project was conducted in collaboration with the School of Computer Science and Engineering (SCSE) at NTU.
- The project involved the implementation of a novel teaching methodology that utilizes interactive scenarios.
- Students are expected to work in small groups and engage in role-playing exercises.
- The methodology is designed to foster civic engagement and teamwork.

For more information, please contact:

Mr. Tan Kheng Leong, Lecturer of School of Computer Science & Engineering (SCSE) at NTU.

khengleong@ntu.edu.sg
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.

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).

“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

<table>
<thead>
<tr>
<th></th>
<th>July 2018</th>
<th>August 2019</th>
</tr>
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<tbody>
<tr>
<td>Courses</td>
<td>658</td>
<td>1420</td>
</tr>
<tr>
<td>percentage</td>
<td>30%</td>
<td>60%</td>
</tr>
</tbody>
</table>

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


Looker, P.D. (2018) Contextualising Contexts: Scholarship of Teaching and Learning and cultural difference. SOTL in the South. 2(1) 112-128


Looker, P.D. (2019) Scholarship of Teaching and Learning as an Agent of Change. Asian Journal for the Scholarship of Teaching and Learning. 9(1) 1-4


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

Israel
Achva Academic College

South Africa
University of Pretoria

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
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

Switzerland
Ecole Hoteliere Lausanne

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.

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.

“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.

Ms Foo Mee Har
CEO, Wealth management institute, NTU
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).

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.
Inter-Department

Technology-enhanced Learning (TEL) with CITS

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

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 Academic Services
- NTU Library
- Office of Human Resources
- Centre for IT Services
- CRADLE@NTU
- Employee Wellbeing Centre
- Office of Health, Safety and Emergency