NANYANG
TECHNOLOGICAL
UNIVERSITY
SINGAPORE

NTU Annual Learning and Teaching Conference
from good to Great 2022

14-15 September 2022

Teaching
SELF-DETERMINING
LEARNERS
in Higher Education

tinyurl.com/fG2G2022

14 Sep, Wednesday
DAY 1 (08:30 - 13:45)
Venue: LT29 (SS2-B1-16) / Hybrid (Online)

TIME	PROGRAMME
08:30	**Registration and Login**
09:00	**Conference Welcome** Dr Preman Rajalingam Director, Centre for Teaching, Learning & Pedagogy
09:10	**Guest-of-Honour Speech** Prof Ling San Deputy President and Provost
09:25	**Keynote 1** **Self-determined learning: Giving students agency** Dr Lisa Marie Blaschke Educational Consulting, Germany
10:25	**Refreshments Break**
10:45	**NIE Faculty Sharing 1** **Quality teaching: A mirage or an oasis?** Assoc Prof Tan Aik Ling Deputy Head (Teaching & Curriculum Matters) Natural Sciences & Science Education National Institute of Education
11:20	**NTU Faculty Sharing 2** **Partnerships between Students and Industry:** **Strategies to Collaborate with Both** Ms Wong Pei Wen Senior Lecturer Wee Kim Wee School of Communication and Information Nanyang Technological University
12:05	**Keynote 2** **Designing authentic learning environments** **to scaffold students towards self-determined learning** Assoc Prof Thomas Cochrane The University of Melbourne, Australia
13:05	**John Cheung Social Media Award Presentation** 👍
13:30	**Day 1 Closing, announcements and wrap-up**
13:45	**Lunch**

15 Sep, Thursday
DAY 2 (08:30 - 15:00)
Venue: The Hive, TR+18 (LHS-B3-06)

TIME	PROGRAMME
08:30	**Registration**
09:00 - 11:00	**Workshop 1** **Using the Design for Transformative Mobile Learning** **Framework to facilitate learner agency** Assoc Prof Thomas Cochrane The University of Melbourne, Australia
13:00 - 15:00	**Workshop 2** **Designing environments for student agency:** **A higher education hackathon** Dr Lisa Marie Blaschke Educational Consulting, Germany
15:30 - 17:00	**HERDSA Closed-Door Event for Academic Developers at Singapore Universities**

Dr. Lisa Marie Blaschke is head of a management consulting firm that offers a wide range of learning services, from online and hyflex learning design and development to project management. She has over 30 years experience working within international corporate and education environments, leading and implementing enterprise-wide learning solutions. Dr. Blaschke was previously the program lead of the online Home Hub at Learnlife, as well as the programme director of the Management of Technology Enhanced Learning master's programme at the Center for Lifelong Learning at University of Oldenburg, Germany. She has also been a senior researcher at the Duale Hochschule Baden-Württemberg in Heilbronn. Dr. Blaschke is a former executive committee member and vice-president of the European Distance Education and E-Learning Network (EDEN), a Senior EDEN Fellow, and a past Chair of the Board of the EDEN Fellows Council. She was also adjunct associate professor at the University of Maryland University College, where she received the Stanley J. Drazek Award for Teaching Excellence in 2016. Dr. Blaschke has a BS in Technical Communication, two master's degrees (MDE, MBA), and a PhD. Her research interests are in the areas of heutagogy (self-determined learning), hyflex and online learning, and meaningful application of web 2.0 technology.

Dr Lisa Marie Blaschke
Educational Consulting,
Germany

Keynote 1

Self-determined learning: Giving students agency

Students need jobs, and employers need independent and creative employees who have the necessary skills to be productive in a rapidly changing and complex workforce. Educators are faced with the challenge of finding effective ways to address these demands, while also developing the necessary lifelong learning skills for students to navigate new and emerging work environments. Self-determined learning (or heutagogy) is a learner-centered pedagogy that is founded on the central principle of learner agency and choice and that promotes environments where students make decisions about their learning path, specifically what and how they will learn. In this presentation, we will reflect upon the rising demand for lifelong learning skills and the role that self-determined learning plays in developing these skills. The presentation will also provide an overview of self-determined learning (heutagogy) and its central principles of learner agency, capability and self-efficacy, reflection and metacognition, and non-linear learning, as well as present examples of self-determined learning practice and design and cases studies of educational institutions that have incorporated self-determined learning within their curriculum.

Workshop 2 Overview

Designing environments for student agency: A higher education hackathon

How can we incorporate more student agency and choice into the classroom and the curriculum? This workshop uses a challenge-based learning framework for "hacking" the real-world challenge of introducing student agency into the classroom. In this workshop, participants will engage with the idea of student agency, investigate the challenges around this idea, and design actionably solutions for addressing these challenges within their pedagogy and curriculum design.

Associate Professor, Technology Enhanced Learning in Higher Education, in the Centre for the Study of Higher education (CSHE), University of Melbourne. Thomas has expertise in Qualitative research in technology-enhanced learning, with a focus upon action research, and design-based research methodologies. His specialisations include mobile learning (Cochrane, 2014), designing mixed reality learning environments (Cochrane, 2016), heutagogy (self-determined learning) (Narayan et al., 2019), communities of practice (Cochrane & Narayan, 2016), and the scholarship of technology enhanced learning (Cochrane et al., 2018). He is also one of the first Senior Certified members of the Association for Learning Technology (SCMALT).

Assoc Prof Thomas Cochrane
The University of Melbourne, Australia

Keynote 2

Designing authentic learning environments to scaffold students towards self-determined learning

> "Learning for an unknown future has to be a learning understood neither in terms of knowledge or skills but of human qualities and dispositions. Learning for an unknown future calls, in short, for an ontological turn." (Barnett, 2012, p. 65)

Learning designs should focus upon what the learner does (Building graduate Capabilities) and the Teacher as designer of real world learning environments (Authentic Learning) that build students capacity to navigate the unknown and become self-determined learners.

Authentic learning focuses upon exploring (often complex) real world problems or practice and highlights the importance of designing learning experiences that involve interdisciplinary collaboration. All disciplines can benefit from authentic collaboration. Our graduates need the skills and capabilities to work in diverse teams to explore and develop creative approaches to the complex problems and issues that they will face in the workplace and the wider community within an increasingly unknown future. Most professions involve some form of teamwork and collaboration across a variety of discipline and cultural boundaries, and therefore this is a key graduate capability identified by employers.

> "Capability is a holistic attribute and concerns the capacity to use one's competence in novel situations rather than just the familiar, a justified level of self-efficacy for dealing with novel problems, having appropriate values, being able to work in teams, and knowing how to learn." (Hase & Kenyon, 2007, p. 113)

This presentation will explore some of the foundational principles that can inform authentic learning design, illustrated by examples of TEL learning designs using immersive reality, mobile learning, and interdisciplinary curriculum design to facilitate building learner agency and self-determined capabilities.

Workshop 1 Overview

Using the Design for Transformative Mobile Learning Framework to facilitate learner agency

This workshop will explore analysing mobile learning designs through the lens of Activity Theory (AT) (Engeström, 2001) and a matrix of two learning design frameworks: the Design for Transformative Mobile Learning framework (Cochrane et al., 2017) and the Pedagogy-Andragogy-Heutagogy continuum (Luckin et al., 2010). We refer to this matrix as the DTML-PAH Matrix and introduce the matrix in this workshop as a framework for designing transformative mobile learning experiences to facilitate learner agency.

While AT is seen as useful for analysing relational aspects of mobile learning environments it has been criticised for being difficult for mobile learning practitioners to translate this analysis into practice (Pachler et al., 2010).

The Design for Transformative Mobile Learning framework (Cochrane et al., 2017) provides a pragmatic mobile learning design framework. The framework has been iteratively developed from a variety of higher education contexts: (Cochrane, 2020; Cochrane & Antonczak, 2014, 2015; Cochrane et al., 2014; Cochrane & Narayan, 2017). Kearney, Burden and Schuck (2020a) summarise the focus and importance of the Design for Transformative Mobile Learning framework:

> *The Design for Transformative Mobile Learning framework, which, as the title makes clear,is focused explicitly on a radical, transformative agenda for education that goes far beyond making learning more efficient... In order for these transformations to occur, the Design for Transformative Mobile Learning framework advocates a shift from teacher-directed to student-directed pedagogies and frames m-learning as a context for the construction of authentic learning communities. (Kearney et al., 2020a, p. 109)*

Developing learner agency in educational designs are focused upon developing learners' capacity to navigate the unknown (Blaschke & Hase, 2019; Hase & Blaschke, 2021). Transformative mobile learning designs implement strategies to facilitate a move from a focus upon teacher-directed content (Pedagogy) towards student-determined learning or Heutagogy (Blaschke & Hase, 2019; Hase & Kenyon, 2001, 2007; Moore, 2020). This involves applying the Pedagogy-Andragogy-Heutagogy (PAH) continuum to mobile learning design (Blaschke, 2012; Kearney et al., 2020b; Luckin et al., 2010) to facilitate learner agency. When put into a matrix, with DTML, PAH provides a mapping of how learners may transition into increasing self-regulation and learner-agency across the eight mobile learning relevant areas or dimensions.

Assoc Prof Tan Aik Ling is a science educator with a keen research interest in classroom interactions. She is curious about how students and teachers interact in science classrooms to talk knowledge into being. She has published widely on students' science learning experiences in k-12 schools in Singapore and science teachers' professional development. Her work in understanding science inquiry learning experiences in the science classroom has resulted in a co-authored article, Am I like a scientist?": Primary children's images of doing science in school that was published in the International Journal of Science Education in 2014 and was the most read article through 2014 from Routledge Education Journal under the category of Research in Science, Mathematics, Physical and Environmental Education. In the recent years, her research interests expanded into curriculum design and implementation of integrated STEM learning in schools. Besides research, Assoc Prof Tan teaches teaching methods courses across different programmes, ranging from undergraduate, inservice teachers' professional development as well as graduate level courses. She has been awarded NIE Excellence in Teaching commendation award five times in 2009, 2010, 2015, 2018 and 2020.

Assoc Prof Tan Aik Ling
Deputy Head
(Teaching & Curriculum Matters)
Natural Sciences & Science Education
National Institute of Education

NIE Faculty Sharing

Quality teaching: A mirage or an oasis?

Is there a difference between successful teaching and effective teaching? What are some considerations for successful and effective teaching? In this session, we explore and debate on three notions of quality teaching, successful teaching, effective teaching. The determinants of quality teaching as proposed by Fernsternmacher and Richardson (2005) enable us to reflect on our teaching from a process-product (task and achievement) lens. Using examples from different disciplines of learning across the university, we question the worthiness of activities/strategies (good teaching) and their connections to the realization of intended outcomes (successful teaching). The session will end with a discussion around the practicality and limitations of the determinants of quality teaching.

Pei is a Senior Lecturer at NTU Wee Kim Wee School of Communication since 2013. She is also the Deputy Director for the Master of Media and Communication Graduate Programme.

Prior to academia, she spent over 15 years as a multi-disciplinary marketeer in which 9 were in senior leadership roles for global technology and telecommunication brands. During these 25 years, she has witnessed dramatic possibilities with technology, and seen the "rise & rise" of digital media. Hence, for students planning to enter creative or business industries, staying relevant and being connected to the industry is critical for their future employability. This applies regardless of medium or discipline. With this belief that problem solving is a muscle that can be trained with authentic learning and feedback to foster greater empathy in partnership, she has experimented with different teaching approaches.

Pei has won the inaugural John Cheung Social Media award and also a two-time awardee for the Koh Boon Hwee award as the NTU honoured faculty.

Ms Wong Pei Wen
Senior Lecturer
Wee Kim Wee School
of Communication and Information
Nanyang Technological University

NTU Faculty Sharing

Partnerships between Students and Industry: Strategies to Collaborate with Both

Increasingly, Universities see partnerships with industry as means to provide relevant and authentic learning experiences to students. Students also rank employability and skills-based learning as important measurements of success. They value real-world learning that they can apply to their internships or careers and the networks they build with such exposure. However, deeper partnerships and real-world assessment approaches may end up affecting your teaching evaluations and do not reflect the effort you put in. In this presentation, the presenter will share how she collaborated with students as learning partners and how she engaged industry partners to increase authenticity in learning. In the process, she learned more about what students value, how to engage them as learning partners, and how to negate some of the pitfalls.