



Message from the Chair



Assoc Prof Kenneth Paul Tan
Chair, NUS Teaching Academy
Associate Professor & Vice Dean (Academic Affairs)
Lee Kuan Yew School of Public Policy

The NUS Teaching Academy: Three Years On

Established in April 2009 as a university think tank for educational matters, the NUS Teaching Academy (NUSTA) is now in its third year. Our Fellows, who are admitted on the basis of teaching excellence and commitment, now number 33, almost twice as many appointed in our inaugural year.

Our activities are also broad-ranging. Every month, Fellows meet formally to discuss educational issues, innovations, values, and trends that will have a bearing on academic policy, systems, practices, and culture at NUS.

We have also formed subcommittees to look into particular aspects of teaching and learning at NUS. The Peer Review subcommittee, for instance, recently submitted its recommendations after a series of consultative activities and is now presenting these recommendations to the different faculties and schools. The Student Feedback subcommittee has also submitted its report and will be presenting its recommendations in due course. Three new subcommittees have been formed recently: one to focus on IT in education, the second to look into the Teaching Track at NUS, and the third to study the challenges and prospects of teaching and learning beyond the classroom.

Outreach is an important aspect of our work. The newsletter that you are now reading, *Academy Matters*, is our most basic means of reaching out to the NUS community. In addition, we have *Academic Journeys*, a series of case studies that aims to provide, for reflection and discussion, concrete accounts of how different NUS academics have encountered and overcome challenges in the course of their careers.

continued on page 16

inside

03

Provost's Message

04

Executive Council 2012-2014

06

Executive Council Members share their thoughts

08

New Fellows Speak

12

Subcommittee Projects

14

Outreach

15

Fellows' Discussion with CDTL's Educator In Residence, Prof Iain Hay



University Awards 2012 – Induction of NUS Teaching Academy Fellows.

Top row, L to R: Prof A Kumaralingam, A/P Hooi Shing Chuan, Dr Adrian Lee, Dr Lee Kooi Cheng, Dr Lo Mun Hou, A/P Joseph Ooi Thian Leong, Dr Soo Yuen Jien

Bottom row, L to R: A/P Johan Geertsema, Prof Philip Joseph Holden, A/P Chng Huang Hoon (Associate Provost, Undergraduate Education), Prof Tan Eng Chye (Deputy President, Academic Affairs and Provost), Prof Tan Chorh Chuan (President), Prof Tan Thiam Soon, A/P Victor Tan, Prof Jochen Wirtz

CONGRATULATIONS

Prof Bernard Tan Cheng Yian on his appointment as Vice Provost (Education) (effective 1 Sep 2012)

Prof Jochen Wirtz on his promotion to full Professor, NUS Business School (effective 1 Jan 2012)

Assoc Prof Sow Chorng Haur on his appointment as Vice Dean (Research), Faculty of Science (effective 1 Jul 2012)

Assoc Prof Kenneth Paul Tan on his appointment as Vice Dean (Academic Affairs), LKYSPP (effective 1 Sep 2012)

Assoc Prof Yap Von Bing on his appointment as Assistant Dean (Outreach & Alumni), Faculty of Science (effective 1 Jul 2012)

Assoc Prof Lakshminarayanan Samavedham on his appointment as Director, CDTL (effective 1 Sep 2012)

Prof Tan Thiam Soon on his new appointment as President-Designate at the Singapore Institute of Technology (SIT) (effective 1 Sep 2012)

Assoc Prof Chng Huang Hoon on her appointment as Assoc Provost (Undergraduate Education) (effective 1 Sep 2012)

Dr Lee Kooi Cheng on her appointment as Vice Dean, Office of Student Affairs (effective 1 Sep 2012)

editorial information

Advisors

Lakshminarayanan Samavedham, Kenneth Paul Tan

Editors

Yong Bee Choon, Vickneswari Savarimuthu

The views and opinions expressed or implied in *Academy Matters* are solely those of the writers and are not necessarily endorsed by the NUS Teaching Academy. The reproduction in whole or in part of any material in this publication without the written permission of NUS Teaching Academy is expressly prohibited.

PROVOST'S MESSAGE



Professor **Tan Eng Chye**
Deputy President (Academic Affairs)
and Provost

Last August, the NUS community saw University Town (UTown) spring to life. UTown has since had a significantly positive impact on the NUS community. Tembusu and Cinnamon, the first two residential colleges, opened their doors to offer a rich “living-learning” experience to their students – the first of its kind in Singapore and the region. For faculty members and students, UTown is a focal point for a diverse range of activities, from pedagogical innovations and intellectual inquiry, to the arts and culture, and more. It is full of buzz and excitement. In August 2012, Angsana College became the latest addition to UTown. In the summer of 2013, Yale-NUS will welcome its inaugural student intake. By that time, the NUS educational ecosystem will have reached a significant phase in its latest round of educational innovations. Its central purpose will be holistic student development.

Our vision is to create learning experiences for students that aim to educate them in the broadest sense of the term. We hope to equip them to be thought and action leaders in the global economy. To this end, we have launched several initiatives, special curricula, and programmes in the Faculties and Schools. The NUS Career Centre and the Office of Student Affairs are also playing a major role in these initiatives.

Advances in information and communications technology have had a major impact on education in general and higher education in particular. When appropriately blended with a clear understanding of how young adults learn, technology

can create new possibilities for teaching and learning. Technology-Enhanced Learning (TEL) can be a powerful supplement for the learning moments we create in face-to-face sessions with students during lectures, tutorials, and seminars. However, this does not mean we should reduce our interaction time with students or to cram them with more content! As educators, we need to reconceptualise the teaching and learning process, to make it both effective and efficient. By thinking carefully about the “what, why, when, and how” when it comes to using technology, we can achieve this.

There is much happening “out there” that will determine the boundary conditions influencing the ways in which universities go about the business of educating students. Against this backdrop, educators will have to confront difficult questions and debate issues with an open mind, in order to develop generic as well as discipline-level and subject-specific solutions. Faculty and students will need to have an open mind, challenge existing mindsets, and embrace fundamental changes in the teaching and learning practices that are coming our way.

NUS is scaling up its programmes to imbue 21st century skills in our students. As we contemplate the most effective ways to harness technology for learning, I envision a stronger role for the NUS Teaching Academy as it enters its 4th year. The Academy’s first three years have been very productive. Its Fellows have offered several key recommendations to advance our educational practices and have conducted several outreach activities through its Teaching and Learning Club. The *Journal of the NUS Teaching Academy* is developing well and I hope it will establish itself as an impactful publication in the years to come.

I expect the next 3 years to be equally fruitful and challenging for the NUS Teaching Academy. In their role as members of the think tank, Fellows will have to reflect upon how we might innovate, adapt, and adopt suitable pedagogies to keep NUS vibrant and resilient in the midst of huge changes that are sweeping the field of higher education. I hope the Academy will work towards coming up with and developing ideas on innovation in teaching and learning (with or without technology), with a particular focus on how these innovations can be applied throughout the campus to benefit the wider NUS student community. I encourage faculty members and students to join in, contribute, and learn from these discussions.

I wish the NUS Teaching Academy a wonderful and intellectually rewarding year ahead!

NUS TEACHING ACADEMY 2012 - 2014

Executive Council



A/P Kenneth Paul Tan
Chair



A/P Johan Geertsema
Vice Chair



A/P Alice Christudason
Council Member



Prof Farooq Shamsuzzaman
Council Member



A/P Victor Tan
Council Member



A/P Erle Lim Chuen Hian
Immediate Past Chair



Prof Bernard Tan Cheng Yan
Vice Provost, Education
Ex Officio Member



A/P Laksh Samavedham
Director, CDTL
Ex Officio Member

Vision

To establish NUS at the forefront of education through:

- pursuing teaching and learning innovation
- fostering a balanced culture of educational and research excellence

Mission

To actively engage every section of the NUS community in transforming the educational landscape of the university

Fellows



Prof A Kumaralingam



A/P Phil Chan Aik Hui



A/P Chan Wai Meng



Mr Cheah Kok Ming



A/P Teofilo C Daquila



A/P Goh Say Song



Prof Matthew Gwee



A/P Hooi Shing Chuan



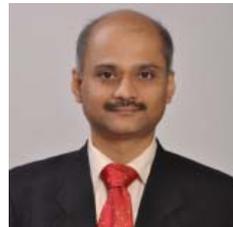
Prof Andy Hor Tzi Sum



Prof Alex Ip Yuen Kwong



A/P Rajendran K



A/P Ashwin M Khambadkone



Prof Koh Khee Meng



Dr Adrian Michael Lee



Dr Lee Kooi Cheng



A/P Joel Lee Tye Beng



A/P Cecilia Lim



A/P Lim Lum Peng



Dr Lo Mun Hou



A/P Narayanan Ganapathy



A/P Joseph Ooi Thian Leong



Prof Seah Kar Heng



Dr Soo Yuen Jien



A/P Sow Chorng Haur



Prof Jochen Wirtz



A/P Yap Von Bing



Prof Zhou Weibiao

Members of the 4th Executive Council share their thoughts on being part of the Academy for the past 3 years and their wish for the Academy...



Assoc Prof Johan Geertsema
Vice Chair

As the Teaching Academy enters its fourth year I am honoured to be part of an initiative to improve the standing of teaching at NUS. Over the last years NUSTA worked hard to rethink such key features of education as student feedback and peer review. Given their role in contract renewal/tenure and promotion, both SF and PR affect all instructors at NUS. Through exploring ways of improving them and in thinking about innovative ways of using IT in education, beyond-the-classroom learning, and the status of the teaching track, NUSTA wants to contribute to shaping a community of scholars who can learn from one another in the Academy.

As a Fellow of the Teaching Academy (TA), I have had ample opportunities to be involved in, and continually reflect on the ways to enhance student engagement and the quality of learning at NUS. I am indeed honoured to be part of the TA's Executive Council and will certainly use this opportunity to play a role in the TA's mission to achieve and maintain excellence in education at NUS.



Assoc Prof Alice Christudason
Member of Executive Council



Prof Farooq Shamsuzzaman
Member of Executive Council

I would like to see the Teaching Academy as a vibrant platform to debate on educational issues to help the community to introspect and the University to adopt appropriate policy measures that will encourage us to become better educators.

One common question colleagues ask me is: "So what do you do at the Teaching Academy?" My feeling is that the NUS community at large is still quite vague about the role of the Academy, after more than three years since it has been established. Should I be concerned? Maybe not. At least people are aware of the existence of the Academy. But perhaps we can do more by having more outreach activities to involve the teaching staff; and by initiating more projects that will have a positive impact on the teaching community. To achieve these, I hope to see more Academy's Fellows stepping forward to play active roles in the Academy.



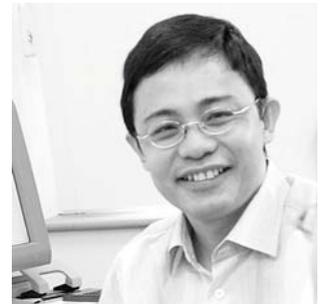
Assoc Prof Victor Tan
Member of Executive Council



Assoc Prof Erle Lim Chuen Hian
Immediate Past Chair

Our 3 year-old Academy has gone from strength to strength, and I am pleased to have been part of it. My 2-year term as chair was a pleasure, having had a great vice-chair, serving with an excellent executive council, and receiving invaluable advice from past chairs Laksh and Bernard. Many thanks go to Huang Hoon as well, for support and encouragement. The TA, has embarked on several projects, and I am pleased that they are all beginning to bear fruit. Whilst the TA will continue to engage the NUS community on its various initiatives, I look forward to participating in its “think tank” role as well. I am pleased to hand over the role of the Chair to Kenneth Paul Tan, whom I am sure will take the Academy to new heights. Vive le TA!

The formation of the Teaching Academy is a clear statement to the university community and the public at large that NUS takes its teaching mission very seriously. In the last three years, the Teaching Academy has undertaken projects that contribute to the quality assurance of teaching in the university. Looking forward, I am confident that the Teaching Academy would continue to lead the university community in terms of providing thought leadership and pioneering new teaching initiatives on emerging trends and issues that may radically transform tertiary education. I look forward to working with the Teaching Academy in an increasingly exciting educational landscape.



Prof Bernard Tan
Ex Officio Member



Assoc Prof Laksh Samavedham
Ex Officio Member

Higher education is, arguably, passing through a big and irreversible transition due to rapid advances in technology and an improved understanding of human learning. These developments herald new, effective delivery and engagement possibilities involving large audiences effectively. Going forward, more emphasis will also be on multidisciplinary courses dissolving the disciplinary compartments that we have locked ourselves in. Naturally, teaching in the sense we know it now, may have to be reconceptualised to bring students to the class (in the first place) and, more importantly, to keep them interested in what we do there.

Sustained conversations and discussions among faculty members will be of utmost importance to successfully make this multifactorial and complex transition in a large and diverse university that NUS is. I hope the Academy can play a critical role in this regard by identifying key issues, facilitating discussions within our community, helping to cross-fertilise ideas and keeping the various components of the NUS teaching and learning ecosystem stay connected.

NEW FELLOWS SPEAK...

As a recently appointed Fellow of the NUS Teaching Academy, I am very much looking forward to contributing to the efforts of the Academy. Ironically, as we debate the amount of assessments that our students are put through, I find that even before formally joining the Academy, I have been assigned homework – a short reflective piece for the Academy’s newsletter! In line with NUS’ best practice, several topics were suggested and an open invitation given to write on anything the heart desired. But, I find it difficult to go past the first suggested topic: “Your wish for the Academy.” If ever there was a *carte blanche* for a written assignment, this must be it. To keep my wish relevant, I had a quick look at the Academy’s vision which is “to establish NUS at the forefront of education.” This is a much broader vision than just teaching, although excellent teachers naturally have much to contribute to an excellent education.



Prof A Kumaralingam
Faculty of Law

So, comfortably seated in my “Wishing Chair” (nod to Enid Blyton fans), my wish is to see the Academy develop itself or, at least, spin off as a sub-committee, an Education Think Tank. There are two related areas that the Think Tank could focus on. One is on rethinking the role and function of the university in the formal education continuum beginning with primary education, hopefully leading to a revolutionary change to tertiary education. The second, which is necessary for the first, is to assess the full spectrum of formal education from pre-school to post-graduate studies as a connected whole. Developing teaching strategies for a university education without having them supported by the educational strategies and visions for primary and secondary education is not unlike designing a formula one car and building it with parts that are not necessarily designed for a formula one machine. We are in the incongruous position of having primary education reforms pushing students to develop critical thinking and problem solving skills, while the university is forced to introduce elementary communication skills and remedial English for its undergraduates.

The Think Tank could spearhead research, develop initiatives and coordinate workshops to bring together heads of primary and secondary schools as well as Ministry of Education officials to develop an A-Z blueprint of education for Singapore. As the National University of Singapore, we have a vested interest, the invested human capital and the privilege of playing a leadership role in this endeavour.



**Assoc Prof Hooi
Shing Chuan**
Department of Physiology

It was Aristotle who said, “Educating the mind without educating the heart is no education at all”. This is especially true for the medical profession, which has as its core mission, service to humanity. Caring for patients, especially during a vulnerable time of their lives, and helping them to navigate through difficult decisions and complex treatment options require skills of mind and heart, competence and values. As an educator, I aspire to integrate the education of the mind and heart to nurture future doctors who will “treat the patient who has the disease”, rather than merely “treating the disease”. Students can learn gratitude, respect and human dignity as they learn anatomy. They can marvel at how the human body is wonderfully put together as they learn anatomy, biochemistry and physiology, and appreciate how relevant medical sciences are to clinical practice. They can learn why some patients find it difficult to take their medications, even as they learn what medications to prescribe. According to Dr William Osler, “The good physician treats the disease. The great physician treats the patient who has the disease”. I wish all my students will aspire to be great physicians.



Dr Adrian Michael Lee
Department of Chemistry

In the past dozen years, Internet use has tripled in Singapore. Today, over 2.2 billion people around the world use the Internet. Our students have never known a world without the Internet. Wikipedia is the largest encyclopaedia in human history and it, of course, exists on the Internet. Access to information and knowledge is unprecedented. We are at the brink of a new horizon in which Education and the Internet are becoming entwined. This is a future that we need to embrace and we have the opportunity to be at the forefront of these developments.

How should we use this transforming technology to enhance learning? This is perhaps the defining question that will be exercising us as teachers in the coming decade. Recently, we have seen the advent of Udacity and Coursera, and the announcement of edX. These platforms are about giving everyone access to a world-class education.

Whether or not this vision is realised, they offer insight into how the Internet can be employed in the service of education. Although a traditional lecture at its best is an efficient and often inspiring medium for the transfer of content, it is not the most effective medium for learning. Thus for our residential students, putting lecture content onto the Internet makes available valuable contact time for modes of instruction that can significantly improve the learning experience. Such modes of instruction include active learning strategies that put the content into context. Such strategies are considerably more effective in increasing engagement and learning.

This use of Information Technology blends the modern with the traditional, but what of true IT-enhanced learning? Can we tap the potential of Information Technology to personalise the education of each and every student? Information Technology offers the opportunity to put together a nonlinear learning experience. In such an environment, each student's path through the educational landscape of a particular subject would be different and tailored to the individual student's needs: A truly personalised learning experience that promises for the student the potential of mastery of the subject.



We often think that an idea is most important when it has passed into the realm of conventional wisdom, general knowledge, or most unquestionably, fact. Yet when this happens, the idea paradoxically becomes less exciting; in appearing like it was always true, the idea can seem less remarkable, more authorless, more devoid of history. In that sense, one enemy of student engagement is the banality of knowledge. I therefore find that an important step in the process of getting students to engage—with ideas, but also in general—is to help them construct or reconstruct the history of these ideas. Is there a clear author with whom we can identify the idea? Did this idea spring from its creator fully formed (hardly likely), or did it evolve, adapt, change? Providing the history of an idea not only brings the idea back to life, instead of it staying a fossilised entity. It also paves the way for students to then feel empowered to form and author their own ideas: perhaps not the biggest or grandest idea, but a clear and original one that's defensibly their own.



Dr Lo Mun Hou
University Scholars Programme



Dr Lee Kooi Cheng
Office of Student Affairs

I find that one good way of engaging my students is to provide relevance to what we do in the classroom. This means articulating to them and in some cases giving them specific examples of the link between what is learned in the classroom and how it can be applied beyond the classroom. Once students see the significance of what they are doing, they are usually more motivated and are keen to explore further.

TEACHING FROM THE HEART

“We remember teachers who taught us from the heart... those who inspired us with their passion for excellence, had confidence in us and cared for both our intellectual and character development.”



Assoc Prof Joseph Ooi
Department of Real Estate

Most of us can recall special teachers, whom by their words and deeds, shaped and made a lasting impact in our lives. In his inspirational book, *Tuesdays with Morrie*, Mitch Albom (1997) asked, “Have you ever really had a teacher? One who saw you as a raw and precious thing, a jewel that, with wisdom, could be polished to a proud shine?” Continuing, he said, “If you are lucky enough to find your way to such teachers, you will always find your way back”. I was indeed “lucky” to have such a teacher.

I studied in a normal secondary school in Kuala Lumpur, Malaysia. I was contented with being an average student. However, that changed when a trainee teacher, who was studying in a local university, came to intern in my school. She taught us Mathematics. Although I cannot remember her full name or the lessons that she taught us, I remember feeling very inspired by her. I was a quiet student but she took notice of me. She rewarded me for doing well in a test, and told me that I had good potential to succeed in life. One day, she even took a group of us on an excursion to her university and showed us the lecture and seminar rooms, the library, and other common places in the campus where university students hung out. It was a short tour, but a seed of hope was planted in me that day. The idea of studying in a university was far off in the world I grew up in — a neighbourhood where it was common for youths to quit school early, and took on apprentice jobs or help out in their parents’ businesses.

Encouraged by her affirmative words and actions, I responded positively by studying very hard for the final exam. When the results were announced, everyone was surprised by my improvement. From being ranked around 70 previously in the cohort, I climbed to number two. Looking back, this was an inflection point for my academic performance. Two years later, I was posted to one of top schools in the country. I eventually enrolled in a university, and nobody would have guessed that I could become a professor in a top university. Although the trainee teacher only taught me for a short period, her

influence is lasting. It changed my life direction! We therefore cannot overestimate the influence of a teacher. “A teacher affects eternity; he can never tell where his influence stops”, says Henry Adams.

So, I now teach with a heart of gratitude; remembering the influence of the trainee teacher and many others who have made a difference in my life. I try to emulate them, constantly reminding myself that I am an educator in the business of “unleashing minds and changing lives”. Teaching from the heart involves doing more than the normal task of teaching. It includes reaching out and touching students in the following ways:

ASPIRE: Hope is the best gift that a teacher can offer, because long after the student has moved on to a different class, that sense of hope will still motivate him or her to work hard and dream big (Muir, 2001).

BELIEVE: This involves seeing people not as they are but what they can be (Maxwell, 1989). A teacher can cultivate the student’s belief by recognizing his potential, believing the best in him, and affirming him with positive words.

CARE: Every student is different but each can sense the heart of a teacher. When students know that their teachers care about them and want to teach them, they are more apt to listen and respond positively (Muir, 2001).

Agreeing with William Butler Yeats, an Irish poet and a Nobel laureate, who said “*education is not the filling of a pail, but the lighting of a fire*”, I regard personal and character development together with academic performance as important goals of education. Challenging the students to be the best that they can be, I strive to cultivate in them the joy of learning and a desire to grow. The lessons and projects are designed to stretch the students, challenging them to think critically and apply knowledge thoughtfully in unfamiliar situations.

continued >

I try to be a model for them with my enthusiasm for learning and passion for excellence. I make it a point to know the students better by talking to them personally. I adopt an “open door” approach, take extra notice of quiet and slower students, remember students’ names, and create opportunities for them to interact with successful professionals. I also invite students for tea and have informal chats about their studies, dreams, achievements, struggles and problems. Wherever possible, I seek to motivate them to work harder, participate more actively in class and be better in every area of their lives.

In summary, teachers, through the process of sowing seeds in the fields of young minds, can wield enormous influence in shaping the thoughts and characters of future generations (Muir, 2001).



Photo: Assoc Prof Joseph Ooi with his students after a project presentation

References

- Albom, M. (1997). *Tuesdays with Morrie: an old man, a young man, and life's greatest lessons*. New York: Doubleday
- Maxwell, J.C. (1989). *Be a people person: Effective leadership through interpersonal relationships*. USA: SP Publications.
- Muir, R.A (2001). *The heart of a teacher: Collected thoughts on a noble calling*. Ohio: Barbour Publishing, Inc.



Dr Soo Yuen Jien
School of Computing

Engaging students during lectures is one of the most important criteria for a good lecture delivery. By student engagement I mean taking the viewpoint of a newcomer and leading the students through a journey of discovery in every lecture. Using a real-world analogy: instead of being a poor museum tour guide, who states only facts and histories of every pieces the excited tourist come across, we should take the students as compatriot designers/researchers and tackle every lecture as if we are solving the problems for the first time. We should bring out the difficulty in the search for answers and the ingenuity and wonder in the solution found.

In my opinion, there are several levels of student engagements. The first is to “engage their body”. For example, ask them to work on an exercise given in lecture, to take note of the additional information delivered during lecture. This serves to keep the student alert, and is a good change of pace from the typical monotonous lecture.

The next level is to “engage their mind”. We should give the students something to think about. For example, a problem that seems impossible with the content covered so far, an open ended question. We can then take time to disassemble the problem and solve it partially or fully to demonstrate the application of ideas learnt. This strengthens their logical reasoning ability and awards them with a sense of accomplishment.

The highest level is to “engage their heart”. The above ideas, if used sparingly and successfully, can make a lecture interesting and engaging in the traditional sense. Students should not stop learning once they stepped out of the classroom or finished a course. The only way is to make the students passionate about the subject and the subject discipline in general, such that they are willing to invest more time and effort to go beyond the content in a course. In short, we need to find ways to fire up their imagination and sense of wonder.

Unfortunately, there is no surefire technique to reach the last level of engagement. The way to achieve it most likely differs from subject to subject and may heavily dependent on the personality of the instructor. It is also unlikely that a single lecture can accomplish this purpose, as this is more like a long-term, consistent message permeating your course. Perhaps this is the one question that we can ponder upon when we design and execute our teaching plan in future.

PROJECTS	OBJECTIVES
Academic Journeys	<ul style="list-style-type: none"> • To provide concrete accounts of how different NUS academics have encountered and overcome challenges in the course of their careers • To provoke new academics to reflect on their own values, where they would like to go, and how to get there
<i>Academy Matters</i>	<ul style="list-style-type: none"> • To gain involvement and inputs from NUS faculty • To bring new projects done by the Academy to the attention of the NUS community
IT in Education	<ul style="list-style-type: none"> • To seek and identify ways in which IT can be used to improve teaching and learning in NUS • To study trends in IT or current and future technologies that may be harnessed or developed for future pedagogical innovations in NUS • To craft a position paper for IT-based learning at NUS
<i>Journal of the NUS Teaching Academy (JNUSTA)</i>	To provide a forum for educators from across the disciplines to showcase pedagogical innovations, present original research in teaching, assessment, and methodologies, and to discuss the teaching of core or life skills
Peer Review	<ul style="list-style-type: none"> • To review and improve the current PR procedure • To review and improve the current PR form • To look into the feasibility of separating summative and formative PR
Student Feedback	<ul style="list-style-type: none"> • To review and improve the current SF procedure, questionnaire, reports and system interface
Teaching and Learning Club (TLC)	<ul style="list-style-type: none"> • To discuss issues concerning teaching and learning in an open forum or in focus groups involving both faculty and students • To bring new projects done by the Academy to the attention of the NUS community • To get the involvement of NUS faculty and students with the Academy • To mentor new faculty
Teaching Track (TT)	<ul style="list-style-type: none"> • To review and provide recommendations to PVO with regard to TT issues at NUS • And to hopefully change the culture (image) or peoples' perception of TT at NUS

MEMBERS		MILESTONES
Kenneth Paul Tan (Chair) Laksh Samavedham		<ul style="list-style-type: none"> Discussions began in Feb 2010 Members: Chng Huang Hoon (2010); Daphne Pan (2011) Jan 2011 – Published the first series of Academic Journeys on Prof Andy Hor and Prof Bernard Tan
None		Published 4 issues <ul style="list-style-type: none"> Oct 2010 (hardcopy) May 2011 (softcopy only) Aug 2011 (hardcopy) Jun 2012 (softcopy only) Nov 2012 (hardcopy)
Erle Lim (Chair) Johan Geertsema Laksh Samavedham Farooq Shamsuzzaman Bernard Tan	Victor Tan Ong Chin Hwa Loy Hui Chieh Ravi Chandran Kenneth Pinto	<ul style="list-style-type: none"> Nov 2010 – The IT subcommittee was formed Identified mobile technology as a possible innovation to focus on April 2-6, 2012 – Conducted a study trip to the US April 27-29, 2012 – Attended the Apple Education Leadership Summit in Geneva (EL & OCH) May 22, 2012 – Invited Apple to conduct a hands-on session with MacBook Pros and iPads featuring Apps, iBooks, and iTunes U.
Erle Lim (Editor) Johan Geertsema (Deputy Editor) Chng Huang Hoon Laksh Samavedham	Sow Chong Haur Cecilia Lim Peter Looker Rani Rubdy Wu Siew Mei	<ul style="list-style-type: none"> 1st issue launched in November 2011 2nd issue – Feb 2012 3rd issue – May 2012 4th issue – Aug 2012 5th issue – Nov 2012
Chan Wai Meng (Chair) Victor Tan (Co-Chair) Farooq Shamsuzzaman Johan Geertsema	Narayanan Ganapathy Lim Lum Peng Tan Kay Chen	<ul style="list-style-type: none"> Mar 2010 – The PR subcommittee was formed Jan/Feb 2011 – Completed the 1st draft of a revised PR form and procedure Mar 2011 – Launched an anonymous online survey directed at the NUS teaching community Mar 2011 – Hosted a TLC event Feb 2012 – Sought Fellows' feedback 9 March 2012 – Presented key recommendations to PVO and Deans at the Dean's meeting 12 July 2012 – Submitted the subcommittee's recommendations to PVO Nov-Dec 2012 – Roadshows at faculties/ schools
Laksh Samavedham (Chair) Victor Tan (Co-Chair) Goh Say Song Daphne Pan (now retired)	Seah Kar Heng Sow Chong Haur Yap Von Bing Zhou Weibiao	<ul style="list-style-type: none"> Jan 2010 – The SF subcommittee was formed, helmed by A/P Helmer Aslaksen Sep 2011 – LS and VT took over as Chair and Co Chair respectively 9 March 2012 – Presented key recommendations to PVO and Deans at the Dean's meeting Mar-Aug, 2012 – Presentations made to the NUS teaching community (through FoE, FoS, FASS, TLC)
Alice Christudason Cecilia Lim Farooq Shamsuzzaman		<ul style="list-style-type: none"> Formed in March 2010. 2010-2011 Chair: Prof Andy Hor Tzi Sum; Vice Chair: A/P Kenneth Paul Tan 2011-2012 Chair: Sow Chong Haur; Co-Chair: Johan Geertsema 2010 – had 6 TLC sessions 2011 – had 3 TLC sessions 2012 – had 2 sessions thus far
Adrian Lee (Chair) Kumaralingam A Cheah Kok Ming Lee Kooi Cheng	Soo Yuen Jien Teofilo C Daquila Phil Chan Barbara Schaefer Suzaina Kadir	<ul style="list-style-type: none"> 20 Jun 2012 – 1st subcommittee meeting 25 Sep 2012 – 2nd subcommittee meeting 20 Nov 2012 – 3rd subcommittee meeting

ENGAGING WITH NEW MEMBERS OF THE NUS COMMUNITY

ACADEMY CHAT: IN CONVERSATION WITH ASSOC PROF JOEL LEE TYE BENG (04 JAN 2012)

(FOR THE PROFESSIONAL DEVELOPMENT PROGRAMME-TEACHING)

“The Academy Chat Series is a joint CDTL/Academy effort to reach out to NUS colleagues. I was recently invited to interact with new NUS colleagues on this platform. It was a bit challenging thinking of what to say as the audience came from a wide range of disciplines. I adopted to share with them my values about teaching and the challenges I have faced to being a good teacher within a University. I think this platform is an excellent way to talk about big picture issues that may be at the back of most teachers’ minds but never made explicit. I enjoyed this session very much and only hope that my captive (captured) audience did as well.” Assoc Prof Joel Lee Tye Beng



JOURNAL OF THE NUS TEACHING ACADEMY (JNUSTA)

The Journal of the NUS Teaching Academy (JNUSTA) is an international online journal launched in November 2011. It is a peer-reviewed, quarterly educational journal, which seeks to create and nurture a global network of academics and educators who will discuss ongoing changes and future trends in tertiary education.

All issues of *JNUSTA* can be accessed online at <http://www.nus.edu.sg/teachingacademy/jnusta/index.htm>. **The Editorial Board welcomes contributions of articles and invites you to share your thoughts on the online forum.** If you have any queries, please direct them to the Editorial Office at jnusta@nus.edu.sg.



August 2012, Vol.2 No.3

FELLOWS' DISCUSSION WITH CDTL'S EDUCATOR IN RESIDENCE, PROF IAIN HAY

Prof Hay visited NUS from 19 to 27 September 2012. During this period, he was engaged in a host of activities with faculty members, students, Fellows of the NUS Teaching Academy (TA), and the CDTL team.

On Friday, 21 September 2012, he met up with Fellows of the NUS Teaching Academy. Hosted by the Chair of NUS TA A/P Kenneth Paul Tan, they had a wide-ranging exchange of views including peer review and teaching track issues:

a. Peer Review

Prof Hay opined that the peer review of teaching should be a collegial process and his preference would be for an openly conducted peer review. He suggested that the peer review report is a vital source of information for improving the quality of teaching and for promotion purposes.

b. Teaching Track

Prof Hay pointed out that an institution comprises individual with different strengths and everyone should be allowed to follow their preferred career path – tenure, research or teaching. The challenge is to avoid the problem of one of the paths being devalued. He described the system in his university in which faculty could weight differently the significance of teaching, research, and service (including community service) for the work plan. The annual appraisals would then take this relative weightage into account.

The meeting was attended by:

- Assoc Prof Kenneth Paul Tan, Chair
- Assoc Prof Johan Geertsema, Vice Chair
- Assoc Prof Alice Christudason, Member of the Executive Council
- Prof Farooq Shamsuzzaman, Member of the Executive Council
- Assoc Prof Victor Tan, Member of the Executive Council
- Prof Bernard Tan, Vice Provost (Education) & Ex-Officio Member
- Assoc Prof Chng Huang Hoon, Associate Provost (Undergraduate Education)
- Assoc Prof Laksh Samavedham, Director, CDTL & Ex-Officio Member
- Dr Lee Kooi Cheng, Fellow
- Assoc Prof Cecilia Lim, Fellow
- Assoc Prof Lim Lum Peng, Fellow



An excerpt from an interview with Prof Iain Hay for the January 2013 *CDTLink*

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

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

Message from the Chair

We seek to be more than just relevant or helpful to our colleagues. We hope eventually to become an integral part of the NUS community by encouraging campus-wide collegiality and collaboration among the different NUS faculties, schools, and programmes. The most effective way to reach out to the community and to help bridge its different segments is, of course, through face-to-face encounters. For this, we have the Teaching and Learning Club (TLC), which organizes open forums and focus group discussions on specific topics. These sessions involve both faculty and students. NUSTA subcommittees also welcome non-Fellows to join as members. In 2011, we invited Professor Lee Shulman, Charles E. Ducommun Professor of Education Emeritus at Stanford University and President Emeritus of the Carnegie Foundation, to serve as the inaugural speaker of our Masterclass Speaker Series. The public lecture and workshops were well-attended by colleagues from across the campus.

We are also keen to promote the scholarship of teaching and learning. Our *Journal of the NUS Teaching Academy* (JNUSTA) was launched in 2011 as an international peer-reviewed journal that seeks to create and nurture a global network of academics and educators who discuss ongoing changes and future trends in tertiary education.

Building on our existing platforms, we hope to be able to organize a series of events over the course of the year to showcase educational innovations (including technology-enhanced teaching practices) already available within the NUS community. By using the TLC platform to organize 'sharing sessions' hosted by NUS faculties, schools, and programmes, we hope to facilitate the sharing of ideas on effective and innovative teaching and learning approaches that have the potential to cross disciplines. At the end of this series, we hope to organize a workshop leading to the publication of a special issue, possibly of JNUSTA, on the theme of 'interdisciplinary innovations in teaching'.

I would like to end by stating what a great honour it is for me to write this message as the elected Chair of NUSTA's fourth Executive Council. I would like to place on record my appreciation for all the excellent work done by my predecessor Assoc Prof Erle Lim. I would also like to thank the Provost's Office and the Centre for the Development of Teaching and Learning (CDTL) for the tremendous amount of help, support, and encouragement that they have rendered. We look forward to their continued support, as we move ahead to build on current programmes and projects, so that we can provide strategic thinking on the direction of teaching and learning at NUS.

NUSTA SUBCOMMITTEES (2011 – 2012)

Peer Review

1. Chan Wai Meng (Chair)
2. Victor Tan (Co-Chair)
3. Narayanan Ganapathy
4. Johan Geertsema
5. Lim Lum Peng
6. Farooq Shamsuzzaman
7. Tan Kay Chen

Student Feedback

1. Laksh Samavedham (Chair)
2. Victor Tan (Co-Chair)
3. Goh Say Song
4. Seah Kar Heng
5. Sow Chorng Haur
6. Yap Von Bing
7. Zhou Weibiao

Teaching Track

1. Adrian Michael Lee (Chair)
2. A Kumaralingam
3. Chan Aik Hui Phil
4. Cheah Kok Ming
5. Teofilo C Daquila
6. Lee Kooi Cheng
7. Soo Yuen Jien
8. Barbara Schaefer, ALCNS
9. Suzaina Abdul Kadir, LKYSPP

IT in Education

1. Erle Lim Chuen Hian (Chair)
2. Bernard Tan
3. Farooq Shamsuzzaman
4. Johan Geertsema
5. Laksh Samavedham
6. Victor Tan
7. Loy Hui Chieh, FASS
8. Ong Chin Hwa, Computer Centre
9. Ravi Chandran, CIT
10. Kenneth Pinto, CIT

Teaching and Learning Club

1. Alice Christudason
2. Cecilia Lim
3. Farooq Shamsuzzaman

Academy e-journal, JNUSTA

1. Erle Lim Chuen Hian (Editor)
2. Johan Geertsema (Deputy Editor)
3. Chng Huang Hoon
4. Laksh Samavedham
5. Sow Chorng Haur
6. Cecilia Lim
7. Wu Siew Mei, CELC
8. Peter Looker, NTU
9. Rani Sumant Rubdy, NIE, NTU

Academic Journeys

1. Kenneth Paul Tan (Chair)
2. Laksh Samavedham