



CDTL 2018

a year in review

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AT A GLANCE



3 Events



2 Programmes
4 Series
16 Sessions



147 Consultations



2 *AJSoTL* issues
4 *CDTLink* issues



17 Teaching Enhancement
Grants (TEG)



16 Institutional Visits
5 External Speakers

AT A GLANCE

Events

CDTL organised 3 main events in 2018. They were the:

- [8th Teaching and Learning in Higher Education \(TLHE2018\)](#) Campus Conference, with Professor Tony Harland (University of Otago, NZ) and Professor Dilly Fung (London School of Economics and Political Science, UK) as the keynote speakers;
- [Educator-in-Residence Programme \(EiRP\)](#), with Professor Tony Harland as this year's Educator-in-Residence; and
- Lund-Singapore Strategic Academic Development Course, led by academic developers from Lund University, Sweden, which aimed at building academic development capability in Singapore universities, with participation from 25 academic developers and faculty colleagues from 6 public universities in Singapore.

Programmes, Series, and Sessions

In supporting NUS faculty colleagues in their professional development, CDTL offered relevant teaching and learning related programmes, series, and sessions. These included:

- 2 key programmes - the [Professional Development Programme - Teaching](#) and the [Teaching Assistants Programme](#);
- 4 series - [Blended Learning](#), [Developing a Teaching Portfolio](#), [Grant Writing](#), and [Inclusive Education](#);
- 16 sessions on topics ranging from technology-enhanced education to promoting student engagement in large classes, and assessment.

Consultations

Throughout the year, our Academic Developers conducted 147 consultation sessions where they met faculty colleagues either on a one-on-one or small group basis to discuss various teaching and learning issues and teaching inquiry projects.

Publications

2018 saw some major changes to CDTL's publications, including *CDTLink* and *CDTL Brief*:

- The newsletter, *CDTLink*, went through significant changes in scope, content, and presentation—4 issues were published in 2018, focussing on Teaching Assistants, Teaching Enhancement Grants, and the NUS Lifelong Learning Initiatives.
- *CDTL Brief*, which published reflective pieces on teaching and learning, has been incorporated into a new section in the [Asian Journal for the Scholarship of Teaching and Learning \(AJSoTL\)](#) titled "Reflections on Practice", as an exercise to enhance the visibility of the publication and augment the academic rigour of the reflective pieces.
- *AJSoTL* has continued to grow with a marked increase in the number of good quality submissions from an international audience. In 2018, the total number of manuscripts submitted for publication was 18 (namely 8 articles and 10 reflections). Out of the 18, 12 are from NUS colleagues and the rest were from Singapore and overseas institutions.

Teaching Enhancement Grants (TEG)

17 [Teaching Enhancement Grants](#) were awarded this year, namely 5 Education Conference Grants and 12 Learning Improvement Projects.

Institutional Visits & External Speakers

In 2018, we hosted 16 institutions and 5 prominent scholars from different parts of the world. The dialogues with colleagues from these institutions have enriched our understanding of academic development work in various institutions and have opened up opportunities for collaborations in teaching and learning projects.

EVENTS



8th Teaching and Learning in Higher Education (TLHE2018): Campus Conference (25 Sep 2018)



EVENTS



EVENTS



Professor Tony Harland
Educator-in-Residence 2018
(14-26 Sep 2018)



EVENTS



Lund-Singapore Strategic
Academic Development Course
(Jan-Oct 2018)



PDP-T

2 runs | 66 participants*

TAP

6 runs | 196 participants*



Professional Development Programme - Teaching (PDP-T)

This programme is offered to NUS early-career academics with less than 3 years of teaching experience in higher education. Offered twice in 2018, PDP-T provides a collegial environment to help colleagues:

- reflect critically on their teaching and students' learning;
- identify and implement the most appropriate teaching and learning strategies and technologies;
- implement meaningful ways of assessing their students; and
- employ a scholarly approach to teaching through critical engagement with evidence.



Teaching Assistants Programme (TAP)

Graduate teaching assistants (GTAs) play an important role in facilitating and supporting teaching and learning in tertiary institutions. In order to better prepare GTAs for their roles and responsibilities within their faculties, CDTL runs the Teaching Assistants Programme (TAP), a 2-day programme designed to develop the knowledge, skills and mindset of GTAs to better engage students in meaningful and effective learning.

The TAP has undergone major revisions, from teacher-centred activities such as training on lesson delivery and classroom management skills, to more student-centred approaches that focus on facilitating and fostering active participation of students with their peers in collaborative learning (CL) activities. A key element of the revised TAP is the introduction of explicit instruction on using CL scripts, which serve to structure or scaffold group interactions for prompting elaborative discussion or discourse through the use of roles, activities, and sequencing of activities. GTAs also have opportunities to implement CL lessons through micro-teaching with timely feedback from instructors and peers.

Check out the TAP [infographic](#) for more details.

Blended Learning

1 run | 6 sessions | 22 participants *

Developing a Teaching Portfolio

4 runs | 11 sessions | 116 participants*

Grant Writing

2 runs | 4 sessions | 28 participants*

Inclusive Education

1 run | 5 sessions | 64 participants*



Blended Learning

This 18-hour series focuses on guiding colleagues through an evidence-based approach to design and develop blended learning modules. The principles and strategies that underpin blended learning are discussed within the relevant disciplinary contexts. The aim of this series is to support colleagues in adopting evidence-based approaches and identifying appropriate educational technologies. The series ends with the presentation of a prototype blended learning lesson at a gallery walk.



Developing a Teaching Portfolio

The teaching portfolio plays a critically important role in documenting colleagues' achievements as academic teachers, and assumes a key role in the promotion process. The main goals of this series are for participants to reflect on their teaching, to examine what constitutes high-quality teaching, to articulate their teaching philosophies, and to develop case narratives that identify growth as a teacher and provide evidence of good teaching practice.



Grant Writing

This two-day series guides colleagues to prepare a formal education grant proposal involving an inquiry study into teaching and learning. In addition, the series fosters cross-institutional, collaborative projects. The series provides an introduction to qualitative and quantitative research methodologies. It further supports colleagues in the formulation of their research questions, the exploration of current literature, and the design of appropriate measures of students' learning outcomes.



Inclusive Education

Student cohorts at NUS are likely to become more diverse in terms of socio-demographics, motivation, engagement, and capabilities, especially given the recent changes within the continuing education and training (CET) space, not least with the introduction of the NUS Lifelong Learning (L³) Initiative. This series supports colleagues in understanding, developing and implementing an inclusive approach to teaching through intentional course design, appropriate assessment strategies, and technologies by leveraging diversity in the classroom.

16 sessions

422 participants*

Session Listing

1. IVLE for Teaching and Learning: Getting Started (Part 1)
2. Facilitating Effective Online Discussions Using IVLE (Part 2)
3. Assessing Student Learning Using IVLE (Part 3)
4. Developing e-Learning Resources Using Camtasia Studio
5. Recording Online Lectures with Panopto
6. Online Synchronous Discussions for Tutorials
7. Tracking Student Learning through Mid-semester Feedback (Webinar)
8. Using Technology to Scaffold Student Learning
9. Designing Learning Activities to Promote Active Learning
10. Promoting Active Learning in a STEM Tutorial Class
11. Promoting Student Engagement in Large Classes
12. Designing an Authentic Learning Environment
13. Scaffolding Student Learning
14. Developing Rubrics for Assessing Students' Learning
15. Writing and Using Intended Learning Outcomes
16. Introduction to Teaching Portfolio

* repeat participation

SESSIONS



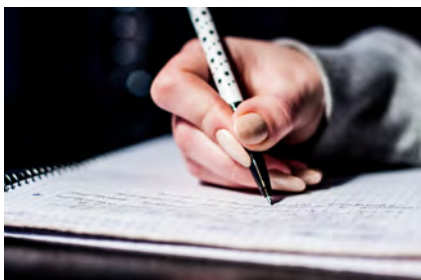
Technology-enabled Teaching and Learning

The purposeful use of technology in teaching has the potential to transform the student–teacher relationship. CDTL offers many sessions that introduce colleagues to the possibilities of technology-enabled teaching and learning. These sessions cover topics such as the use of IVLE to plan lessons, facilitate online discussions, and assess student learning, development of online lectures and resources, and the use of technology to enhance engagement and learning in a classroom setting.



Active Learning

Students learn best when they are actively engaged in their learning. Strategies that stress active learning help promote student engagement and the understanding of complex, controversial or misunderstood topics. Sessions related to active learning support colleagues in unpacking the concept of active learning, encourage reflections of their own practice in discovering approaches that will work for them, and help colleagues to design learning activities, promote student engagement, and scaffold student learning.



Developing Rubrics for Assessing Students' Learning

Rubrics provide a powerful tool for grading, assessment and feedback, and act as a transparent guide to students' learning. They provide students with informative feedback about their strengths and weaknesses, and prompt them to reflect on their own work. In this session, colleagues explore and discuss the key features of a quality rubric, evaluate sample rubrics, and construct a working rubric that can be used in their own practice.

TEACHING ENHANCEMENT GRANTS



TEACHING ENHANCEMENT GRANTS

1 YEAR PROJECTS

Evaluating the Effectiveness of a Theory-based Pedagogical Framework for Experiential Learning

HONG Yee Shiun, Ryan, Department of Psychology;
AU Kin-Chung, AI, Department of Psychology;
Joanne CHUA, Centre for Future-ready Graduates (CFG);
Jasbir SINGH, CFG

Embedding and Evaluating Critical Academic Literacies in Upper Level Computer Science Modules

Trevor CARLSON, Department of Computer Science;
Stephanie HEPNER, United World College Southeast Asia (UNWCSEA)

Retention and Application of Knowledge Using Blended Learning Approach in a Nursing Module for Year One Nursing Undergraduates

SIAH Chiew Jiat, Rosalind, Alice Lee Centre for Nursing Studies (ALCNS);
LAU Siew Tiang, Lydia, ALCNS;
LIM Fui Ping, ALCNS;
TAM Wai San, Wilson, ALCNS

Understanding Singapore Medical Students' Learning of High Value, Cost Conscious Care

TEO Boon Seng, Desmond, Department of Medicine;
Reshma AZIZ MERCHANT, Department of Medicine;
CHUA Joo Wie, Department of Medicine

Determining Performance Rubrics to Evaluate Medical Science Educators: A Ground Up Approach

CHEN Zhi Xiong, Department of Physiology;
YAP Suen Mei, Celestial, Department of Physiology;
Inthrani RAJA INDRAN, Department of Pharmacology
Dujeepa SAMARASEKERA, Centre for Medical Education (CenMED)

2-3 YEAR PROJECTS

Embedded Written Communication Skills in Engineering: Implementation and Evaluation of Impact on Students' Writing Performance

Misty So-Sum WAI-COOK, Centre for English Language Communication (CELC)

Reflecting in Undergraduate Nursing: An Interdisciplinary Approach to Embedding Critical Reflection in Undergraduate Nursing Practice

Namala TILAKARATNA, CELC;
Mark BROOKE, CELC;
Laetitia MONBEC, CELC;
WU Xi, Vivien, ALCNS;
LAU Siew Tiang, Lydia, ALCNS;
Eszter SZENES, Learning Centre, University of Sydney

Virtual Breast Oncoplastic Surgery Simulator (VBOSS): A Novel Training Tool in Breast Surgery

YEN Ching-Chiuan, Division of Industrial Design;
LIM Geok Hoon, KK Breast Centre, KK Women's and Children's Hospital

Evaluation of Teaching Quality for Mixed-based Learning Using Triangulation Method

Andi Sudjana PUTRA, Engineering Design and Innovation Centre;
TEO Shohei, Brian, Faculty of Engineering Dean's Office;
EE Wei Han, Eugene, Faculty of Engineering Dean's Office

Evaluating and Enhancing the Effectiveness of a New Internship Programme in Training of Essential Generic Skills for Future-ready Graduates

LAM Siew Hong, Department of Biological Sciences;
Cynthia HE, Department of Biological Sciences

Self-regulated Learning (SRL) Strategies Among Pre-clinical and Clinical Students

Dujeepa SAMARASEKERA, CenMED;
LEE Shuh Shing, CenMED

Teaching Effectiveness, Course Evaluations, and Student Outcomes

XIA Xing, Division of Social Sciences, Yale-NUS College;
Jessica PAN, Department of Economics

CONSULTATIONS AND OUTREACH

Ministry of Education
Tertiary Education
Research Fund

16

110

One-on-one

Small group

21

CONSULTATIONS AND OUTREACH



CONSULTATIONS

Throughout the year, CDTL's academic developers conducted 16 scheduled and 131 ad-hoc consultation sessions for NUS faculty members and teaching assistants.

The scheduled ones were primarily for the Ministry of Education (MOE) Tertiary Education Research Fund (TRF) with Principal Investigators (PIs) and their teams. The key intent of these consultation sessions was to provide feedback that would assist PIs in enhancing their proposals.

There were also ad-hoc one-on-one and small group consultation sessions where the academic developers consulted on teaching portfolios for faculty members applying for promotion, grant proposals, and other aspects of teaching and learning.



OUTREACH

In order to better understand the needs of Departments and Faculties/Schools and to better address these needs, the CDTL Director and Deputy Director (Professional Development) initiated discussions and met with departmental curriculum teams and deanery colleagues.

Concurrently, academic developers had been invited either to contribute to or participate in teaching and learning seminars conducted by the Faculties and Schools. In 2018, CDTL's academic developers collaborated with faculty colleagues from various Departments to run 9 customised workshops/programmes/dialogues and research projects.

PUBLICATIONS



AJSOTL

2 Issues:
8 Articles &
3 Reflections

CDTLINK

4 Issues:
1 TEG
1 TAP
2 CET



PUBLICATIONS

Asian Journal for the Scholarship of Teaching and Learning (AJSOTL)

Volume 8, Number 1

The 5 articles and 1 reflection in this issue focus on two broad themes: online teaching and learning, and the teaching of life skills. These include:

- Enhancing webcasts with digital tagging
- Improving peer grading accuracy in MOOCs
- Enhancing undergraduate students' confidence in research and communication through integrated course design
- Enhancing the communication skills of international graduate students in an English communication course



<http://cdtl.nus.edu.sg/ajsotl/issues/volume-8-number-1-june-2018.html>

Volume 8, Number 2

The 3 articles and 2 reflections in this issue examine what constitutes significant learning in their respective approaches to teaching and learning programmes. These include:

- use of technological tools in the classroom
- evaluating learning outcomes in living-learning programmes
- integration of transferable skills in disciplinary programmes



<http://cdtl.nus.edu.sg/ajsotl/current-issue/index.html>

CDTLink

In 2018, instead of a focus on reporting past and upcoming events and activities, we highlighted current teaching and learning issues relevant to the NUS context. The four featured topics are as follows:

Graduate Teaching Assistant: My Journey

The first issue of 2018 focuses on the teaching and learning journey that Graduate Teaching Assistants (GTAs) experience during their graduate education. Increasingly in research-intensive universities, GTAs form an important teaching force in our undergraduate education.



<http://blog.nus.edu.sg/cdtlink/2018/01/28/main-jan-feb-2018-2/>

NUS Lifelong Learning Initiative

In this first of a two-part series on Continuing Education and Training (CET) initiatives at NUS, we feature our interview with Vice Provost (Lifelong Education), Prof Susanna Leong. This is a must-read article and must-watch interview with insights into CET developments at NUS.



<http://blog.nus.edu.sg/cdtlink/2018/08/02/august-september-2018/>

Teaching Enhancement Grants (TEG): 3 Reasons to Apply

Our second issue elaborates on three key reasons why recipients of the Teaching Enhancement Grants (TEG) apply for the grant and how it has helped them in making their teaching more effective for their students.



<http://blog.nus.edu.sg/cdtlink/2018/03/26/marchapril-2018-2/>

Technology and the NUS Lifelong Learning Initiative

In the second part of this series, A/Prof Erle Lim further shares about the technological support that NUS has committed to in response to our CET initiatives. Mixed reality spaces, MOOCs, SPOCs, iBLOCs, blended learning approach are some of the topics discussed during the interview.



<http://blog.nus.edu.sg/cdtlink/2018/10/30/novdec2018/>

VISITORS AND EXTERNAL SPEAKERS



ASIA & THE PACIFIC

Australia

University of Melbourne
University of Queensland
University of Western Australia

India

Gandhi Institute of Technology
and Management (GITAM)
University

Indonesia

Universitas Brawijaya

Japan

University of Tokyo

Kazakhstan

Almaty Management University

Malaysia

Seberang Perai Polytechnic
Universiti Utara Malaysia
Malaysia

Philippines

University of San Carlos
De La Salle University, Manila

Singapore

Nanyang Technological University

Thailand

Srinakharinwirot University

EUROPE

Poland

SGH Warsaw School of Economics

United Kingdom

Brunel University London
St George's University of London
University College London
University of Manchester

MIDDLE EAST

The Public Authority for Applied
Education and Training

NORTH AMERICA

Canada

University of Toronto

United States

Elon University



Universitas Brawijaya, Indonesia



Brunel University London, United Kingdom

EXTERNAL SPEAKERS



Angelito CALMA

University of Melbourne, Australia

SESSIONS: "Curriculum Mapping" & "Citation Analysis"

Angelito CALMA conducted "Curriculum Mapping" in February 2018, which aimed to highlight the benefits and challenges of doing curriculum mapping and Assurance of Learning (AoL). In addition, he did a session on "Citation Analysis" in 7 March 2018 where he presented his recent experience in using citation analysis for his publications in the business and higher education fields.



Denise CHALMERS

University of Western Australia, Australia

SESSION: "Evidencing Teaching"

In this session conducted in October 2018, Denise CHALMERS took faculty participants through the sources of evidence that they could use to inform their own teaching practice and provide evidence of the effectiveness of their practice.



Roberto DI NAPOLI

St George's, University of London, United Kingdom

SESSIONS: "Roundtable Discussion on Learning Sets" & "Active Learning: From Practice to Theory"

During his visit in August 2018, Roberto Di NAPOLI conducted a roundtable discussion on learning sets with academic developers of CDTL and a session with faculty on how they could reach a meaningful understanding of active learning and apply it to their teaching practice.



Peter FELTEN

Elon University, United States

SESSION: "Inclusive Education in Higher Education: Embracing and Managing Diversity"

This session, which Peter FELTEN conducted with colleague Deandra LITTLE in March 2018, gave faculty participants an opportunity to explore various evidence-based approaches and frameworks to foster and manage inclusive education on campus. This session was co-organised by CDTL and PGP House.



Nicholas GRINDLE

University College London, United Kingdom

SESSION: "Can Staff-Student Interviews About How Researchers Use Feedback When Preparing Their Work for Publication, Help Develop Student Feedback Literacy?"

In this session conducted in Aug 2018, Nicholas GRINDLE discussed his experience of applying the "Meet the Researcher" activity to help students in his institution become "feedback-literate" and more acculturated to the research-based culture of higher education.

ACADEMIC DEVELOPERS @ CDTL



Jeanette CHOY



Mark GAN



Johan GEERTSEMA



Adrian LEE



LEE Kooi Cheng



LIEW Shin Dee



Charina ONG



Kiruthika RAGUPATHI



Alan SOONG

ACADEMIC DEVELOPERS @ CDTL

Jeanette CHOY

Jeanette CHOY is Senior Education Specialist at CDTL. Jeanette firmly believes that practice should be informed by evidence, and effective, meaningful learning involves active participation and reflection. Her research work focuses on academic development, student learning processes and instructional strategies to foster meaningful learning outcomes.

Mark GAN

Mark GAN is Associate Director at CDTL. Mark's work includes leading academic development courses on teaching portfolio, assessment and feedback in higher education, education grant writing, and providing consultations and support on teaching and learning research studies. He co-leads the Teaching Assistants Programme to develop graduate teaching assistants' knowledge and skills in planning and implementing collaborative learning. Mark has an MOE Tertiary Research Fund grant that studies the effects of this programme on graduate teaching assistants' learning and practice.

Johan GEERTSEMA

Johan GEERTSEMA is currently Director of CDTL. His research revolves around the importance of values for higher education, academic cultures and identities, educational leadership, and evaluation of teaching achievement. He is on the editorial board of the *International Journal for Academic Development* and a member of the Universitas 21 Educational Innovation Steering Group.

Adrian LEE

Adrian LEE is Deputy Director (Professional Development) at CDTL, and his primary responsibility is overseeing professional development programmes. His interests in education are wide-ranging and include technology-enhanced learning, especially blended learning, interdisciplinary education, and student living-learning experiences. In academic development, Adrian is looking into building programmes within a collegial culture and furthering conversations that are both evidence-based and research-informed that would become part of an academic's scholarly reflective teaching practice.

LEE Kooi Cheng

LEE Kooi Cheng is Deputy Director (Publications & Outreach). She joined CDTL in July 2017 and is a novice in the area of academic development. Nonetheless, she has since developed a keen interest in looking at communication touchpoints, critical friends, and significant networks in enhancing teaching and learning conversations.

ACADEMIC DEVELOPERS @ CDTL

LIEW Shin Dee

LIEW Shin Dee is Publications Manager at CDTL and is part of the Centre's academic development team. Her main responsibilities include managing the Centre's publications - the *Asian Journal of the Scholarship of Teaching and Learning* and *CDTLink*; and supporting faculty colleagues who are interested in sharing their teaching practice on the Centre's publishing platforms. Shin Dee's interests in education are academic development, academic writing, and ways of making one's teaching visible.

Charina ONG

Charina ONG is Senior Educational Technologist at CDTL. Charina's work includes designing and conducting professional development courses/workshops for academics, specifically on Technology-enhanced Learning (TeL); developing e-learning resources for academics and students; providing pedagogical advice on designing or redesigning of blended learning modules; and designing multimedia-related resources to promote the CDTL's publications and outreach initiatives in various publishing platforms. Charina's interests in education include technology-enhanced learning, academic development, and blended learning.

Kiruthika RAGUPATHI

Kiruthika RAGUPATHI is Associate Director, and has been with CDTL since 1997. She co-leads professional development programmes and oversees the centralised teaching quality instruments at NUS—student feedback and peer review. Her research work focuses on academic development, assessment, student experience and educational technology.

Alan SOONG

Alan SOONG is Associate Director at CDTL. He teaches courses on blended learning, education grant writing and other topics such as authentic learning environments and module design. His research focuses on academic development, online learning in higher education and living-learning communities. Alan currently serves on the executive committee of the [Australasian Society for Computers in Learning in Tertiary Education \(ASCILITE\)](#) and is a co-facilitator for the [Open Networked Learning](#), an online course for university teachers on how to create collaborative and flexible online learning environments.

ACADEMIC DEVELOPERS @ CDTL

Selected Publications and Conference Presentations

Chng, H. H. & **Geertsema, J.** (2018). Toward a learning culture, enabling learning networks: How can SoTL transform the way we lead? *International Society for the Scholarship of Teaching and Learning (ISSOTL 2018): Toward a Learning Culture, Bergen, Norway, 24-27 October*, 48-49. Retrieved from https://www.issotl.com/sites/default/files/file-uploads/ISSOTL18_program_book.pdf.

Corrias, A., Fitri, Z., Hill, E. M., **Lee, A. M.**, McMinn, S., Hiraga, J., and Zho, W. (2018). Equitable teaching and learning through group work in flipped classrooms around the Pacific Rim. *International Society for the Scholarship of Teaching and Learning (ISSOTL 2018): Toward a Learning Culture, Bergen, Norway, 24-27 October*, 176-177. Retrieved from https://www.issotl.com/sites/default/files/file-uploads/ISSOTL18_program_book.pdf.

Di Napoli, R. & **Geertsema, J.** (2018). Centre leaders learning: Towards an integrative and integrated educational development leadership? *International Consortium for Educational Development Conference (ICED 2018), Atlanta, USA, 5-8 June*. Retrieved from <https://www.iced2018.com/sites/default/files/file-attachments/2018-ICED-Program.pdf>.

Felten, P. & **Geertsema, J.** (2018). Love's labors lost? SoTL, amateurism, and an ethic of care. *International Society for the Scholarship of Teaching and Learning (ISSOTL 2018): Toward a Learning Culture, Bergen, Norway, 24-27 October*, 62-63. Retrieved from https://www.issotl.com/sites/default/files/file-uploads/ISSOTL18_program_book.pdf.

Fletcher, J., Winer, L., Jang, Y., & **Lee, A. M.** (2018). *Understanding and using qualitative comments*. Paper presented at the Course Evaluation Institute 2018, University of Toronto, 18 October.

Gan, M. J. S. & Geertsema, J. (2018). Graduate teaching assistants' (GTAs) use of collaborative learning scripts in lesson planning and micro-teaching. *International Consortium for Educational Development Conference (ICED 2018), Atlanta, USA, 5-8 June*. Retrieved from <https://www.iced2018.com/sites/default/files/file-attachments/2018-ICED-Program.pdf>.

Gan, M. J. S. & Geertsema, J. (2018). Sharing practices, but what is the story? Exploring award-winning teachers' conceptions of teaching. *Higher Education Research & Development*, 37(2), 254-269. <https://doi.org/10.1080/07294360.2017.1373331>.

Geertsema, J. (2018). *Recognition and reward of teaching: Continuing challenges*. Paper presented at final partners' meeting, Royal Academy of Engineering, London, 19 April.

Geertsema, J. (2018). *Improving the educator track pathway*. Paper presented at launch of Royal Academy of Engineering Career Framework for Teaching, London, 20 April.

ACADEMIC DEVELOPERS @ CDTL

Selected Publications and Conference Presentations

Geertsema, J., Chng, H. H., Gan, M. J. S., & Soong, A. (2018). Teaching excellence and the rise of education-focused employment tracks. In C. Broughan, G. Steventon, G., & L. Clouder (Eds.), *Global perspectives on teaching excellence: a new era for higher education* (pp. 130-142). London: Routledge.

Hum, G., Hamilton B., **Lee, A. M.**, & Rosner, T. (2018). *Supporting interpretation through visualisation and guides*. Paper presented at the Course Evaluation Institute 2018, University of Toronto, 18 October.

Lee, A. M. (2018). *Pedagogical approaches to technology-enhanced learning*. Paper presented at the University of San Carlos (Talamban Campus), Philippines, 8 February.

Lee, A. M. (2018). *Exploring the scholarship of teaching and learning*. Paper presented at the Learning Circle Series Talk, Universiti Utara Malaysia, Malaysia, 8 March.

Lee, A. M. & Choy, J. L. F. (2018). Transforming early career academic development at NUS using a community of practice model. *International Society for the Scholarship of Teaching and Learning (ISSOTL 2018): Toward a Learning Culture, Bergen, Norway, 24-27 October*, 96-97. Retrieved from https://www.issotl.com/sites/default/files/file-uploads/ISSOTL18_program_book.pdf.

Lee, K. C. (2018). Significant learning and quality learning experience. *Asian Journal of the Scholarship of Teaching and Learning*, 8(2), 146-149. Retrieved from http://cdtl.nus.edu.sg/ajsotl/article/v8n2/v8n2_editorial.html.

Lee, K. C. (2018). *Connecting learner engagement and learning: Communities, spaces, platforms*. Plenary paper at the Leadership for Learning: Redesigning Policy and Practice Conference, School of Education, University of Nottingham Malaysia Campus, 3-4 March.

Lee, K. C. (2018). *"My teacher is nice, kind, and friendly": Good teaching?* Invited paper at Education Talk Series, School of Educational Studies, Universiti Sains Malaysia, 12 July.

Liew, S. D. & Gan, M. J. S. (2018). Exploring the nature and effects of dialogic feedback in professional learning conversations. *International Society for the Scholarship of Teaching and Learning (ISSOTL 2018): Toward a Learning Culture, Bergen, Norway, 24-27 October*, 98. Retrieved from https://www.issotl.com/sites/default/files/file-uploads/ISSOTL18_program_book.pdf.

Selected Publications and Conference Presentations

Lindberg-Sand, Å, **Geertsema, J.**, & Larsson, M. (2018). Teaching academies in research universities: How are learning cultures and SoTL strengthened? *International Society for the Scholarship of Teaching and Learning (ISSOTL 2018): Toward a Learning Culture, Bergen, Norway, 24-27 October*, 99-100. Retrieved from https://www.issotl.com/sites/default/files/file-uploads/ISSOTL18_program_book.pdf.

Meng, R., Huang, A., Huang, G., **Lee, A. M.**, & Tiang, L. S. (2018). *Embedding authenticity in teaching*. Paper presented at the Showcasing Excellence in Teaching and Learning Symposium, University of Hong Kong, 14 December.

Ong, C. (2018). An exploratory study on designing fully online professional development experiences. *International Society for the Scholarship of Teaching and Learning (ISSOTL 2018): Toward a Learning Culture, Bergen, Norway, 24-27 October*, 241. Retrieved from https://www.issotl.com/sites/default/files/file-uploads/ISSOTL18_program_book.pdf.

Ragupathi, K., Geertsema, J., & Lee, A. M. (2018). Supporting systematic interpretation of and engagement with student evaluations of teaching. *International Society for the Scholarship of Teaching and Learning (ISSOTL 2018): Toward a Learning Culture, Bergen, Norway, 24-27 October*, 244-245. Retrieved from https://www.issotl.com/sites/default/files/file-uploads/ISSOTL18_program_book.pdf.

Shorey, S., Kowitlawakul, Y., Kamala, D. M., Chen, H. C., **Soong, S. K. A.**, & Ang, E. (2018). Blended learning pedagogy designed for communication module among undergraduate nursing students: A quasi-experimental study. *Nurse Education Today*, 61, 120-126. <http://dx.doi.org/10.1016/j.nedt.2017.11.011>

ADMINISTRATIVE SUPPORT TEAM



BEH Keng Khim



Winnie CHOY



Aini JAAFAR



Pansy KOK



Elsie LIM



MA Lin Lin



NG Cheng Cheng



Doreen THIA



Vickneswari SAVARIMUTHU



Thank you.

It has been an eventful year at CDTL with lots of learning, not only for our team but we hope also for colleagues at NUS.

Thank YOU for engaging with us, for your feedback and support.

Look out for more activities and events that enhance teaching and learning in 2019.



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