**Teaching Enhancement Grant - Learning Communities (TEG-LC) FY 2023/2024**

**Call for Proposals**

1. **Purpose**

Teaching Enhancement Grants (TEG) provide financial support for scholarly work to improve the quality of teaching and learning at NUS. This initiative, TEG Learning Communities, seeks to strengthen connections and create supportive networks for teaching in NUS through the establishment of funded Learning Communities.

TEG Learning Communities (LC) will engage in focused and sustained discussions of a topic related to university teaching, which is of mutual concern to the group. The group can potentially comprise of educators and other interested participants, including where possible, students and non-academic staff. Although the Learning Communities can take membership from across the institution, projects may want to focus on a topic that is important for a particular Unit, Department or Faculty. That said, there exists huge changes which are currently taking place in the Higher Education landscape both locally and internationally, and it is crucial that we consider how these changes may affect NUS. It is our hope that these TEG Learning Communities will provide a space for colleagues to discuss and develop appropriate solutions to issues that genuinely matter, resulting in significant positive impact on university teaching at NUS.

To support the above, TEG Learning Community grants will provide financial assistance for 1 year for a maximum of $6,000.

1. **Themes**

The FY 2023/2024 TEG Learning Community grant call invites proposals that address either of the following themes:

1. Interdisciplinary Education (IE)

NUS started spearheading integrative, interdisciplinary education since Aug 2021. The emphasis on interdisciplinary studies is one of the keys to NUS’ mission of shaping the future of education as a world-class university and it involves changing the way academic teachers approach and deliver education, and transforming mindsets to adapt to the needs of the changing world. This thematic focus encourages TEG Learning Communities to explore and deliberate on teaching and learning practices related to interdisciplinary education.

1. Generative Artificial Intelligence (AI) in Education

In November 2022, a chatbot that is capable of generating plausible-sounding, human-like text through user prompting – ChatGPT, was released for general public testing and use. The ensuing global commotion and frantic discourse in education have focused on how it will affect the way we teach and learn. What is generative AI? How will AI change higher education? Will ChatGPT promote or hinder creativity, critical thinking and authenticity? How to design assessments or assignments in a ChatGPT age? All these and many more questions offer a great opportunity for TEG Learning Communities, to explore the complex landscape of AI in higher education, and to shed light on a way forward - to harness its potential as well as to avoid the pitfalls.

1. Open Category

Proposals that do not address either of the above themes are also welcomed, and can be submitted under this category, which would be then considered accordingly.

1. **Eligibility**

Application is open to all teaching staff of NUS, whether academic or professional. TEG Learning Communities are a result of collaborative efforts, hence each proposal to form a TEG Learning Community should consist of ONE principal facilitator and ONE co-facilitator.

Members of the TEG Learning Community can include faculty teaching members, professional staff, research assistants, and undergraduate and postgraduate NUS students. The optimal size of a TEG Learning Community is 8–12 people, and it is preferable to include participants at different levels and stages of their careers.

Existing TEG Learning Community projects could also make a subsequent application to sustain their initiatives and to propose any new endeavours with justifications.

1. **Selection Criteria**

TEG Learning Community proposals will be reviewed and evaluated by a selected panel, consisting of CDTL and faculty members. These proposals will be reviewed and evaluated based on the following criteria. In the proposal, applicants should consider the following guiding questions associated with each of these criteria.

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| **Criteria** | **Guiding questions** |
| Relevance | * What teaching and learning issue at NUS will the learning community address? |
| Design | * How do you plan to study your teaching and learning issue? * How would you organise your learning community to foster active engagement over the one-year duration? |
| Influence | * How would you evaluate the success of your learning community? * What do you anticipate will be the significance of your learning community for the wider NUS community? |

1. **Deliverable(s) and Expectations**

Each Learning Community will be required to conduct a workshop or seminar to share their findings, experiences, and reflections with other faculty members after completing a one-year LC cycle.

The TEG Learning Community is expected to meet regularly on an approximately monthly basis over the year of support. Although each TEG Learning Community may organise their meetings differently, every group should have a structure and well-defined goals. During meetings, it is expected that facilitators will moderate the sessions by initiating tasks and activities to encourage everyone’s engagement. During the year, the TEG Learning Community will work towards creating an output that will be of use both to the members of the group and to colleagues in NUS.

1. **Timeline**

The deadline for submission of Learning Community project proposals is **Monday, 8 January 2024**. Applicants should submit their completed proposal form to CDTL at [link](https://forms.office.com/r/yBhrkBkQHz).

Important dates:

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| Briefing (on zoom) | 24 Nov 2023 |
| Deadline for submission | 8 Jan 2024 |
| Notification of award | 1 Feb 2024 |
| Recruitment of members | 1 Feb – 29 Feb 2024 |
| Kick-off meeting of facilitators | Mid-Feb 2024 |
| First meetings of Learning Communities | Mar 2024 |

1. **Support from CDTL**

CDTL will conduct a kick-off meeting with the Facilitators prior to the first meeting of the awarded TEG Learning Communities, to provide initial training and guidance about the implementation of Learning Communities. Subsequently, the facilitators will meet with CDTL academic developers on a half-yearly check-in session.

1. **Use of the Grant**

Funds awarded for TEG Learning Community projects can be used for, amongst other things, the following:

* + Refreshments for meetings;[[1]](#footnote-1)
  + Inviting experts to speak online or on NUS campus;
  + Purchasing relevant books, materials and software/online tools;
  + Organising events to share the group’s work;
  + Engaging part-time student research assistance;[[2]](#footnote-2) and,
  + Support for attending relevant workshops or conferences[[3]](#footnote-3).

1. **Post Award**

The awarded funds will be provided in a project WBS to be drawn by the Principal Facilitator for the TEG Learning Community project. Principal Facilitators should note that all funds awarded must be utilized in accordance with existing NUS financial guidelines and any grant approval guidelines determined by CDTL. The grant will be valid for the period of one year (1 Apr 2024 – 31 Mar 2025).

Approval from CDTL will be sought for *any* project variation such as budget virement, project extension, etc. Requests for project variation or extension after the project completion date will not be considered. The Principal Facilitator will submit a final Statement of Account of the project WBS at the end of the TEG Learning Community project. Any unutilized funds in the project WBS will be returned to the University OOE WBS E-000-00-0005-02 and the project WBS will be closed within 2 months.

1. **Examples of Learning Communities**

CDTL started this initiative in FY 2019/2020. A list of supported TEG Learning Communities can be found [here](http://nus.edu.sg/cdtl/professional-development/explore/teaching-enhancement-grants-(teg)/teaching-enhancement-grants-(teg)-learning-communities/teg-learning-community-projects).

Since TEG Learning Communities can come under different names and guises, the following websites from the Universities of Arizona, Miami and San Francisco provide some examples that may be helpful in your application. As noted in the University of San Francisco website, a key to a successful Learning Community is “to make a topic broad enough to invite participation across disciplines and schools, but narrow enough to lead to significant benefits for faculty and students”.

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| **Resource** | **Description** |
| **University of Arizona:** <https://academicaffairs.arizona.edu/flc> | This website houses useful resources pertaining to the faculty learning community of UA colleagues. |
| **University of Miami:** <https://miamioh.edu/cte/faculty-staff/flcs/index.html> | Provides clear and succinct explanations on faculty learning communities (FLCs) and useful ideas on their implementation. |
| **University of San Francisco:**  <https://myusf.usfca.edu/cte/programs-and-resources/faculty-learning-communities> | Another useful website with descriptive examples of FLCs. |

1. No more than $10 (incl GST, delivery charges, etc.) per member per meeting. [↑](#footnote-ref-1)
2. Please see [details](http://www.nus.edu.sg/cfg/employers/post-job) and the [recommended hourly rates](https://nsws.nus.edu.sg/policies/) for the NUS Student Work Scheme (NSWS) for NUS Undergraduate and Graduate Students relevant for Learning Communities interested in engaging research assistance [↑](#footnote-ref-2)
3. Up to a maximum $5,000 and subject to CDTL approval [↑](#footnote-ref-3)