





## Faculty Learning Symposium 2013

Welcome to the third Faculty Learning Symposium presented by the Teaching and Learning Centre, SIM University. This event aims to bring Faculty, Associates and Instructors together as a teaching community to share ideas and insights on ways to promote and realise more effective and meaningful learning within our student community.

The theme of this symposium is 'Engaging Students: Making Learning Meaningful and Authentic.' We feel this is a timely and appropriate topic since our students' learning experience is at the heart of what we do. Whether we design or teach a course, each of us strives to make our students' learning journey a fulfilling one by bringing relevance, authenticity and meaning to their learning. In this symposium, our speakers share their perspectives on how to make learning meaningful and authentic in a holistic manner: moving from course design, to learning interactions and assessments.

We are pleased to have assembled a panel of invited speakers with local and global knowledge and expertise. Each speaker is distinguished in his respective field and, therefore, can provide valuable contributions to the discussion on how to implement and drive forward meaningful and authentic learning. The presentations and workshops will raise awareness of best practices and effective strategies to enhance the teaching and learning experience with emphasis placed on how to actively engage learners and sustain their interest throughout their learning journey.

This symposium is of particular relevance to the SIM University adult learning context due to the necessity for flexible teaching and learning methods and modes to meet the challenges and demands of learners with diverse needs and aspirations. Making learning meaningful and authentic is necessary to ensure learners recognise relevance in their studies and can apply their new knowledge and skills to their real-world situations. It is also essential, through authentic learning, to develop learners who are engaged and active participants in the teaching and learning partnership.

We hope this symposium prompts you to reflect on your understanding and practices, and energises you to incorporate and implement authentic learning in your own teaching.

Dr. Selina Lim  
Associate Director, Teaching and Learning Centre  
SIM University

Time	Programme
0815 hrs	Registration of participants
0855 hrs	Participants to be seated
0900 hrs	Welcome and Opening Address by Prof Cheong Hee Kiat, President, SIM University
0910 hrs	<p><i>Topic: Designing Effective Tertiary Learning Environments</i></p> <p><i>Speaker:</i> Assoc Prof Rob Phillips, School of Education, Murdoch University</p>
0950 hrs	<p><i>Topic: Applying Authentic Learning in a Business Strategy Course</i></p> <p><i>Speaker:</i> Mr Cedric Chew, Teaching Excellence Award Recipient 2013, School of Business, SIM University</p>
1010 hrs	Q&A
1030 hrs	Tea Break
1100 hrs	<p><i>Topic: Have Teaching and Learning Interactions Fundamentally Shifted?</i></p> <p><i>Speaker:</i> Dr Cheah Horn Mun, Director, Educational Technology, Ministry of Education, Singapore</p>
1140 hrs	<p><i>Topic: Why Authentic Learning and Assessment</i></p> <p><i>Speaker:</i> Prof Kevin Ashford-Rowe, Director, Centre for Learning &amp; Teaching, Australian Catholic University</p>
1220 hrs	Q&A Session
1240 hrs	Closing remarks by Assoc Prof Wong Yue Kee, Vice-President, SIM University
1250 hrs	Lunch Break
1400 hrs (Breakout Sessions)	<p><i>Workshop 1: Hands-on Design of Effective Tertiary Learning Environments</i> <i>Facilitator:</i> Assoc Prof Rob Phillips, School of Education, Murdoch University Venue: SIM HQ Block B RM5.29/30</p> <p><i>Workshop 2: What is Authentic Assessment?</i> <i>Facilitator:</i> Prof Kevin Ashford-Rowe, Director, Centre for Learning &amp; Teaching, Australian Catholic University Venue: SIM HQ Block A RM3.15</p>
1600 hrs	End of Session

## Topic: Designing Effective Tertiary Learning Environments



Associate Professor Rob Phillips,  
School of Education,  
Murdoch University

### Abstract

Associate Professor Rob Phillips will encourage participants to reflect on the nature of learning by considering the interactions between teachers, learners and educational designers and learning environments, processes and outcomes, and other concepts outlined in his recent book “Evaluating e-learning: Guiding research and practice”. He will also address the characteristics of students entering university via alternative pathways, and how best to teach them so they can graduate as competent professionals.

Drawing these ideas together, the presentation will provide guidance on how to design appropriate learning environments and how to engage students through authentic tasks and innovative use of technology. Rob will demonstrate this through examples from his own practice and that of his colleagues.

### Speaker’s Profile

Associate Professor Rob Phillips has worked in higher education learning and teaching across disciplines since 1992. His expertise includes educational design, e-learning, distance education, educational policy development and academic staff development. He has provided professional development and mentoring for academic staff in the scholarship of learning and teaching, and has chaired university committees on Awards and Citations, Learning and Teaching Spaces and Open Education.

His research interests include evaluation research in e-learning; learning analytics; making creative and innovative use of technology; university policy issues; and project management in educational innovations. Rob has 130 publications, including 60 refereed papers. He has been principal author of two internationally published books “Developer’s guide to interactive multimedia” and “Evaluating e-learning: Guiding research and practice”.

He was a member of the management committee of the Australasian Journal of Educational Technology until 2012, and is a member of the Editorial Board of Research in Learning Technology. He is an Associate Editor of the Journal of Learning Analytics.

He is a life member and past-president (1996-2000) of the Australasian Society for Computers in Learning in Tertiary Education (ascilite), and a Fellow of the Higher Education Research and Development Society of Australasia. Rob received a Citation for Outstanding Contribution to Student Learning from the Australian Learning and Teaching Council in 2007. He was an executive member of the Australasian Council on Open, Distance and E-learning (ACODE) from 2004-2006 and in 2012.

## Topic: Applying Authentic Learning in a Business Strategy Course



Mr Cedric Chew,  
Teaching Excellence Award Recipient 2013,  
School of Business, SIM University

### Abstract

A key goal of teaching is guiding students along their learning journey and building their expertise in a subject area. Well-designed and well-planned authentic learning activities make the acquisition of knowledge meaningful, as students are encouraged to explore, discuss, and meaningfully construct concepts in a context that involves real-world problems and projects relevant to them. In his presentation, Cedric outlines how he has incorporated authentic learning elements into a course he teaches on business strategy.

### Speaker's Profile

Mr Cedric Chew is an Associate Faculty member at the School of Business at UniSIM. He has been teaching part-time at the University since 2008. He teaches Business Strategy and Business Management courses and has mentored MBA students in the formulation of business plans. He received a Teaching Merit award in 2012 and a Teaching Excellence award in 2013. He has a Bachelor of Accountancy degree, Graduate Diploma in Marketing, and an MBA with specialisation in HRM and Consulting. He has 23 years of varied professional experience in a mix of private and public sector companies in different industries. His areas of specialisation and consulting practice are in Strategy Development, Business Excellence and Organisational Development.

## Topic: Have Teaching and Learning Interactions Fundamentally Shifted?



Dr Cheah Horn Mun,  
Director, Educational Technology,  
Ministry of Education, Singapore

### Abstract

When it comes to education, each significant technological adoption - Radio in the 30s, TV in the 60s, and more recently, the Internet in the 90s - has inevitably led to predictions of the demise of 'learning as we know it'. While Radio and TV essentially lack sufficient interactivity to make a significant dent in teaching and learning interactions, the Internet, in particular Web 2.0 (and Web 3.0) tools, have fundamentally redefined human interactions. As a result of the substantial interactivities brought about by these ICT tools, pedagogical practices that were nearly impossible to realistically implement can now be actualised; for example the use of wikis to support a collaborative constructivist approach to learning. This injection of new pedagogical possibilities is to be largely celebrated, for it can potentially bring about deep and meaningful learning for the students. On the whole, the pedagogical explorations since the introduction of ICT have been both exciting and stimulating. Nevertheless, it is important, even crucial, to get a reasonable sense of not just what these technologies can do, but the impact they can have on learning behaviours: for as recent brain science research suggests, there could be changes on the neurological and physiological levels.

This presentation aims to share some perspectives on the changing behaviours of the young so as to provide some basis for formulating pedagogical responses to their learning needs. It will look at what a 'Millennial Generation' constitutes as well as challenges brought about by potential neurological changes. The presentation rounds off with recent developments in the use of ICT to assess 21st Century skills.

### Speaker's Profile

Dr Cheah Horn Mun is currently the Director for the Educational Technology Division of the Ministry of Education (MOE) in Singapore. His main responsibilities are to plan and co-direct the implementation of the 3rd IT Master-plan for Education. Prior to joining MOE, he was in charge of all initial teacher preparation programmes as the Dean of Foundation Programs at the National Institute of Education. This entails providing leadership in the curriculum development and delivery of the programmes. Dr Cheah received a BA in Physics from Pembroke College in 1988 and an MPhil & PhD for research work on High Temperature Superconductivity from Cambridge University in 1991. Among his educational and research interests are the effective integration of IT into education and curriculum development. He has also led consulting teams on ICT policy and computer science syllabus development in Bhutan and independent school policy formulation in Qatar. He is a member of the Horizon K12 Advisory Board, sits on the Executive Board of the ATC21S project, and is an International advisory panel member of the NEXT-TELL project.

## Topic: Why Authentic Learning and Assessment



Professor Kevin Ashford-Rowe,  
Director, Centre for Learning & Teaching,  
Australian Catholic University

### Abstract

This presentation will consider the role and value of ‘authenticity’ as a factor in the design and development of fair, valid, reliable, transparent and relevant 21st Century learning, teaching and assessment experiences. It will seek to describe both the broader Higher Education context and detail some of the factors important in identifying how authenticity might be applied.

### Speaker’s Profile

Professor Ashford-Rowe is the Director, Learning and Teaching at the Australian Catholic University (ACU), which is a national university operating from six campuses across Australia. In this role, he supports the academic teaching community in the continual improvement of the student experience by means of enhanced teaching and assessment practice via better pedagogy and increased use of information and communication technology.

He leads the ACU Learning and Teaching Centre, which works with the academic staff at the University to support their professional development needs in relation to learning and teaching in a higher education context. It has a strong policy development role within the University. The Centre also provides a comprehensive workshop program reflecting University strategy. In particular, it focuses on induction for new and sessional staff, assessment, e-learning, the Graduate Attributes and the First Year Experience. It also offers a Graduate Certificate in Higher Education (GCHE), training for postgraduate supervision, administers the evaluation of teaching and courses program and coordinates teaching grants and awards schemes.

He conducts research and has presented and published in the fields of authentic assessment, physical learning and teaching space, and educational technology. He is a member of the University’s Academic Board, the Courses and Quality Assurance Committee, the University Learning and Teaching Committee and chairs the Assessment Committee. He is a member of the Executive of the Australasian Council on Open, Distance and eLearning, is on the Australian Government Tertiary Education Quality and Standards Agency Register of Experts specialising in the areas of Learning Technologies, IT/Systems Administration, Academic Assessment and Moderation Methodologies and, Learning and Teaching in Higher Education. He is also on the Australian Government Office of Learning and Teaching Register of Assessors.



## Faculty Learning Symposium Workshop 1



Facilitator: Associate Professor Rob Phillips,  
School of Education,  
Murdoch University

Time: 1400 hrs to 1600 hrs  
Venue: SIM HQ Block B RM5.29

### Topic: Hands-on Design of Effective Tertiary Learning Environments

#### Abstract

This workshop will build on the keynote address and focus on designing or re-designing a learning environment through a mixture of presentation and hands-on activities. It will draw on concepts outlined in Associate Professor Rob Phillips' recent book, including the LEPO (Learning environment, process, outcomes) framework and the idea that education is a design activity. Rob will build on the idea of the 'aligned curriculum', starting the design process with desired learning outcomes and appropriate assessment. The focus will then turn to designing a learning environment to realize these outcomes, through curriculum design (what to teach), learning design (how to teach it) and technology design (what technologies, if any, can support this learning design).

The workshop will focus on a real life problem: how to design an authentic, collaborative (blended) learning environment within the constraints of a six week teaching period. Participants are encouraged to bring relevant teaching materials and use the workshop to focus on identified teaching and learning problems.

Participants will work in small groups to rethink their learning designs. They will use tools provided by him to analyse the educational problem and the nature of their student cohort to develop new solutions to their teaching problems. He will be assisted by UniSIM staff to ensure that the proposed solutions are relevant to the UniSIM context.

## Faculty Learning Symposium Workshop 2



Facilitator: Professor Kevin Ashford-Rowe,  
Director, Centre for Learning & Teaching,  
Australian Catholic University

Time: 1400 hrs to 1600 hrs  
Venue: SIM HQ Block B RM5.30

### Topic: What is Authentic Assessment?

#### Abstract

This workshop is intended to provide a consideration of the role and value of ‘authenticity’ as a factor in the design and development of authentic activities. It will provide some context on the purpose and importance of ‘authenticity’ as a component of a 21st century student learning experience. Using Professor Kevin Ashford-Rowe’s own research, this workshop seeks to provide some structured mechanisms by which the relative degree of authenticity within an assessment task might be overtly considered.

## Recent Faculty Learning Events

### Faculty Learning Day 2012 Engaging Students Effectively



Ms. Katie Pritchard and Prof. John Boyer



Mr. Peh Wee Leng



Student Panel: Aminah d/o Mohamed Shariff, Ashlyn Thia, Prof. Gopinathan Saravanan (Moderator), Joey Chin and Chua Teck Sing

### Faculty Learning Day 2011 Practical Designs in Adult and Online Learning



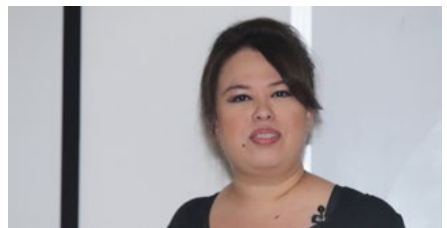
Prof. Andrew Brown



Dr. Tina Stavredes



Prof. Sharan Merriam



Dr. Melissa-Mae Saradetch

## About SIM University



As the only national private university in Singapore, SIM University's mission is to create excellence in lifelong education through a uniquely designed learning experience that equips learners for a better future. Home to more than 13,000 students, SIM University adopts a flexible and practice-focused learning approach and offers more than 50 academic programmes in various disciplines. Eligible students taking SIM University's undergraduate programmes enjoy government subsidies of up to 55% of tuition fees and access to government bursaries, tuition fee and study loans. SIM University is a not-for-profit university and the SIM University Education Fund has been a Singapore 'Institution of a Public Character' (IPC) since September 2005.

For more information, please visit [www.unisim.edu.sg](http://www.unisim.edu.sg).

## About Teaching and Learning Centre

The Teaching and Learning Centre (TLC) promotes excellence in teaching; supports the learning needs of UniSIM's adult students, and strengthens ties with associates to foster an academic community. Specifically, TLC does the following:

- Develops, provides and facilitates training for associates in core areas related to teaching



- Meets the learning needs of adult students through a range of support measures such as study skills resources and workshops



- Forges strong ties with associates through regular communication, meetings and sharing sessions, social and appreciation events, newsletters and e-posts



- Shares teaching tools, good practices and guidelines; and builds a teaching and learning resource corner



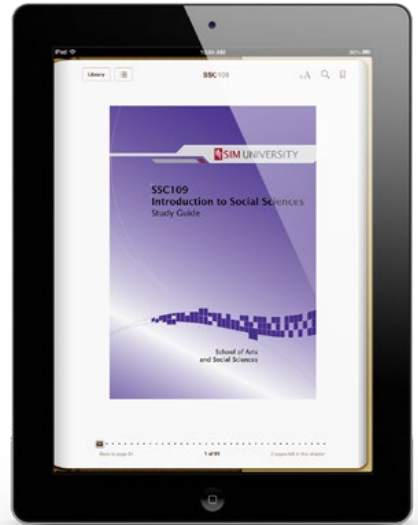
# UniSIM Application Suite



UniSIM Mobile



Blackboard Mobile Learn



iStudyGuide

In July 2013, UniSIM launched a series of new initiatives to improve learners' experience and promote greater accessibility to digital content. These initiatives – e-Textbooks, interactive study guides (iStudyGuides), Blackboard Mobile Learn – are all part of UniSIM's overall strategy to provide flexible learning support for our students.

In keeping with the trends of the publishing industry, UniSIM will be one of the first Institutes of Higher Learning in Singapore to develop and adopt the use of digital content for teaching and learning. These initiatives will see students eventually reading and learning from their mobile devices, and will contribute to flexible learning at UniSIM in the following ways:

- iStudyGuides - a distinctive feature of UniSIM's e-learning experience – are developed in ePub3 format, making the content reflowable on mobile devices. They are accessible even without network connectivity, adding another dimension to flexible learning, allowing our students to study anytime, anywhere.
- e-Textbooks may also be read using multiple devices (i.e., desktop, laptop, tablet and smartphone) and across various operating systems (iOS, Android, Windows and MAC).
- Blackboard Mobile Learn application allows students to access MyUniSIM and receive push notifications through their iOS and Android mobile devices.

As more courses go digital, feedback will be sought from students and faculty to see how these initiatives may be improved over time. Go to [www.unisim.edu.sg/mobile](http://www.unisim.edu.sg/mobile) for more details on these new initiatives.







*SIM University*

461 Clementi Road

Singapore 599491

Tel: 6248 9777

[www.unisim.edu.sg](http://www.unisim.edu.sg)

CPE/UEN: 200504979Z

Registered: 4 June 2010 - 3 June 2016

Information is current at time of print (September 2013)