



TEACHING &
LEARNING CENTRE



Teaching Excellence

Workshops. Conversations.
Ed Research.

Professional Development in
Teaching & Learning (PDTL)



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Foreword

Associates and Faculty are the lynchpins in the teaching and learning environment within the Singapore University of Social Sciences (SUSS). Being experts in your own right, you engage, inspire, and enable our students to apply the knowledge and skills that they learn.

Recognising that teaching is enriching and at times challenging, the Teaching & Learning Centre (TLC) supports you with a range of professional dialogues, workshops, and resources to develop and deepen your teaching expertise.

All dialogues and workshops organised by TLC are available for your engagement and participation at no cost.



Training Calendar

Throughout the year, TLC organises face-to-face or fully online dialogues and workshops to support your facilitation of students' learning. We also strive to keep our provisions updated to stay relevant in the ever-changing learning landscape. There will be new, interesting and exciting workshops in the coming semesters.

Do keep a lookout for TLC's email (tlc@suss.edu.sg), which will be sent to your SUSS email account, for the latest updates. Alternatively, you may visit <https://www.suss.edu.sg/tlc> to plan your participation at our dialogues and workshops.



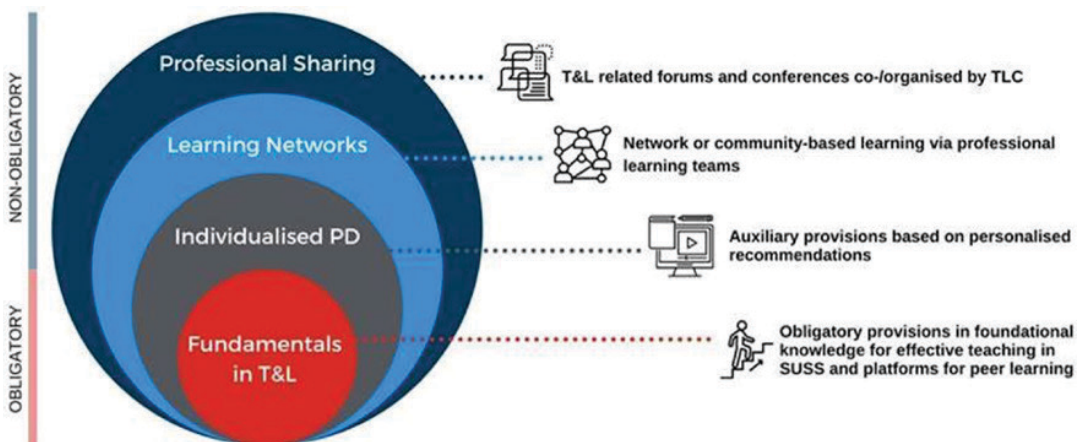
New to teaching at SUSS?

As part of our efforts to promulgate excellence in teaching, and opportunities for professional growth, all new Associates and Faculty will be invited to engage in TLC's mandatory Fundamentals in Teaching & Learning (T&L) series. This series, endorsed by the SUSS T&L Committee, is an integral part of our Professional Development in Teaching & Learning (PDTL) provisions to nurture an active, collaborative, and reflective community of practitioners.

The Fundamentals in T&L series include three obligatory engagements: AD108 Blended Learning at SUSS, AD110 Beginning Faculty Forum, and AD121 T&L Conversation. Together, the three engagements are designed to equip new Associates and Faculty with foundational knowledge essential for effective teaching in the unique SUSS academic landscape. AD110 and AD121, respectively, seek to also provide a dialogical platform for new Associates and Faculty to collaborate with one another, to engage in peer learning, and to be enculturated into the teaching community.

All engagements within the mandatory Fundamentals in T&L series are to be completed within the first year of deployment for new Associates, and within the first year of employment for new Faculty. Beginning January 2021, TLC will support and assist all new Associates and Faculty throughout the series as part of our dedication to strengthen professional growth and enable teaching excellence.

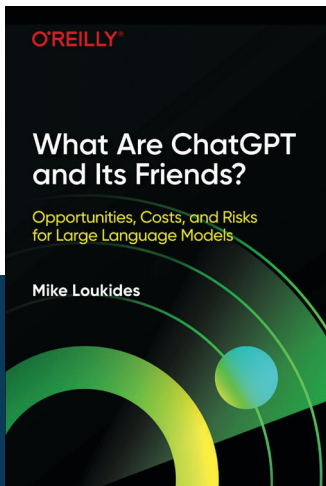
For more information on PDTL provisions by TLC, please visit: <https://www.suss.edu.sg/tlc>.



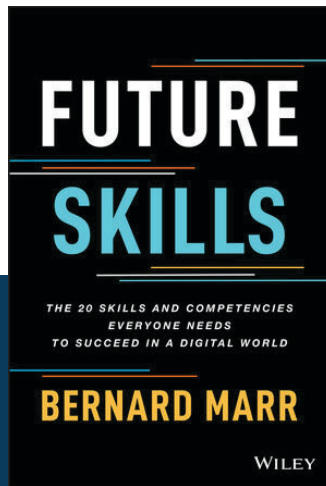
Professional Development in Teaching & Learning eBooks

SUSS Library

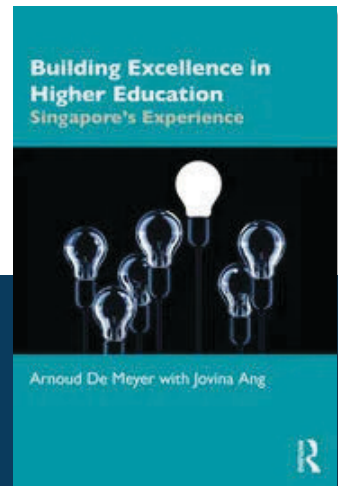
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Please select "Institution not listed?" in add your SUSS email address when prompted to access above eBooks from O'Reilly Online Learning.

For the O'Reilly Online Learning, please check out the [FAQ](https://libanswers.suss.edu.sg/faq/272677) (<https://libanswers.suss.edu.sg/faq/272677>) on the access method.



For any questions on SUSS Library's resources and services, contact ask@suss.libanswers.com or visit the FAQ on How to Login to SUSS Library:-

Professional Sharing – Dialogues with TLC



AD110: Beginning Faculty Forum

This session is intended for instructors new to SUSS.

Participants will be introduced to concepts and strategies for pedagogically informed teaching in SUSS.

Learning Outcomes:

At the end of the forum, participants should be able to:

- Tailor the requirements of their course to the needs of SUSS students
- Design lessons using a range of teaching strategies
- Use reflection to improve teaching

SESSION 1

7 Aug 2023 (Mon)
1830 hrs – 2130 hrs
Mode: Online

SESSION 2

18 Aug 2023 (Fri)
1830 hrs – 2130 hrs
Mode: Online

Target Participants:

New Associates and Faculty

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

AD121: T&L Conversation

This is a professional sharing session intended to:

- (i) Enable sharing and learning within SUSS Teaching Fraternity for SUSS by SUSS;
- (ii) Enhance teaching & learning practices through collaboration and reflection in SUSS's context;
- (iii) Expose staff to innovative/bespoke T&L ideas to increase awareness of emerging T&L trends;
- (iv) Enculturate ed research through the sharing of research ideas and findings in Teaching and Learning.

Distinguished speakers, industry experts (local & international) or SUSS Teaching Excellence Award recipients are invited as speakers for each of these sessions to enhance teaching and learning in SUSS.

T&L Conversations will be conducted throughout the semester. Please look out for emails from TLC.

Mode:

Online or Face-to-face on SUSS campus

Target Participants:

1. Associates deployed to teach for the semester
2. Faculty

Course Level: Introductory

Registration:

Associates/Faculty will receive the registration details via email from TLC nearer the date of the session.

Learning Outcomes:

At the end of the session, participants should be able to:

- Identify the needs of SUSS students
- Plan and implement a good lesson with a range of appropriate teaching strategies
- Use reflection to improve teaching



Workshops – Teaching Adult Learners



AD133: Teaching Diverse Adult Learners

Adults bring with them a range of knowledge, skills, motivations, as well as work and life experiences to the learning context. How might facilitators leverage on this multiplicity of learning backgrounds, rather than pitch their lessons in a one-size-fits-all manner aimed at, and held ransom to, the hypothetical “average” learner?

This synchronous three-hour online session aims to engage participants in exploring the principles, components, and some practical strategies for differentiated instruction.

28 Aug 2023 (Mon)

1830 hrs – 2130 hrs

Mode: Face-to-face on SUSS campus

Target Participants:

Associates & Faculty

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Examine principles and components of differentiated instruction
- Analyse diversity of adult learners (Readiness, Interests and Learning Preferences)
- Design several pedagogical strategies for differentiated instruction
- Apply growth mindsets in differentiated instruction

AD135: Teaching Strategies for Student-Centred Learning

Decades of research have suggested that we need to move from teacher-centred learning to student-centred learning to help students learn better. Despite the call, many classrooms are still primarily dominated by didactic lectures.

The purpose of this workshop is to equip participants with the knowledge and skills to design and implement student-centred learning. The term student-centred learning will be unpacked during the workshop. We will discuss both general pedagogical strategies for designing student-centred learning and specific strategies for classes with different sizes.

10 Aug 2023 (Thu)
1830 hrs – 2130 hrs
Mode: Online

Target Participants:
Associates & Faculty

Course Level: Introductory

Registration:
Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Define student-centred learning
- Describe pedagogical strategies for fostering student-centred learning
- Design student-centred learning in big classes
- Design student-centred learning in small classes

AD137: Learning Design for Adult Learners

Development of abilities that enable learners to thrive in uncertain, changing conditions places design and facilitation of learning front and center. With the workplace in flux from dynamically changing organisational practices and global, as well as technological developments, adult educators need to constantly evolve their practices to ensure their craft keeps ahead of learning challenges.

IAL's research and development of the 6 principles of learning design (6PoLD) provides a conceptual framework to assist adult educators in thinking about how to design and facilitate learning that enables our adult learners to thrive in changing circumstances. The purpose of this workshop is to introduce 6PoLD and to engage participants in applying the 6PoLD to improve their teaching practices.

16 Aug 2023 (Wed)
1830 hrs – 2130 hrs
Mode: Online

Target Participants:
Associates & Faculty

Course Level: Introductory

Registration:
Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Identify how and why the Six Principles of Learning Design (6PoLD) contribute to learners' lifelong learning capability
- Deliberate on the difference between traditional design and facilitation when using 6PoLD
- Consider the extent to which the 6PoLD reflect your own teaching and learning approaches

AD139: Generative AI in Tertiary Education Teaching: Effective Prompt Writing

This workshop is designed to introduce participants to the world of generative AI and provide hands-on experience utilising ChatGPT for tertiary education teaching. In this workshop, participants will explore key capabilities and limitations of ChatGPT. Participants will learn how to write effective ChatGPT prompts to design lessons, instructional activities, and assessments. This workshop will also equip participants with the skills and knowledge to navigate the ethical and privacy considerations related to ChatGPT.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Discuss the key capabilities and limitations of ChatGPT in tertiary education
- Use appropriate prompts in ChatGPT to design lessons, teaching and learning activities, and assessments
- Understand ethical and privacy implications of using ChatGPT in tertiary education

SESSION 1

1 Aug 2023 (Tue)

1830 hrs – 2130 hrs

Mode: Face-to-face on SUSS campus

SESSION 2

28 Sep 2023 (Thu)

1830 hrs – 2130 hrs

Mode: Face-to-face on SUSS campus

Target Participants:

Associates and Faculty (Participants should have created a ChatGPT account prior to the workshop)

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.



Note:

TLC reserves the right to postpone or cancel workshops. In the event that the workshop does not take place after your registration has been confirmed in writing, we will make every effort to reschedule the workshop and you will be offered an alternative date to attend the same workshop.

Workshops – Using Cases in T&L



AD141: Using Cases to Teach

This workshop is designed to develop skills that participants can use to advance interactive and participant-centred teaching approaches. The workshop focuses on “how to” lessons on case teaching, interspersed with activities where participants work in teams to prepare case teaching plans and class openings that they present to all participants.

There will also be case discussions on several existing cases, combined with a “post-mortem” of what worked and what did not in both the written case and the case discussion. We will also discuss core teaching strategies including development of time management plans, whiteboard management plans, how to pose opening questions, “cold-calling” versus “warm calling”, and how to close a case-discussion class with “Take-Aways.”

29 Sep 2023 (Fri)
0900 hrs – 1200 hrs
Mode: Online

Target Participants:
Associates & Faculty
(Especially for those who would like a refresher or has no prior experience with case teaching)

Course Level: Introductory

Registration:
Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Appreciate the benefits and challenges of using a case teaching approach
- Understand the variety of learning purposes to which a case teaching approach can be put
- Design and implement case-driven lessons
- Lead a learner-centred case discussion
- Employ different instructional strategies to increase student engagement and learning

AD143: Case Writing for Teaching & Learning

This is a hands-on session aimed at Case Developers with the goal of crafting a usable case and supporting materials for teaching purposes by the end of the workshop. With a focus on instructional discernment in the case writing process, the session will allow time for participants to apply good practice guidelines when researching for, writing and revising engaging, generative field-based cases.

Participants will also apply principles for outlining teaching notes, proposing strategies or methods for employing the case in teaching, while drafting and evaluating guiding questions, fruitful discussion pathways and lesson pointers for use in class.

17 Aug 2023 (Thu)

0900 hrs – 1700 hrs

Mode: Face-to-face on SUSS campus

Target Participants:

Associates & Faculty
(Especially for Case Developers)

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Understand the benefits, challenges and learning opportunities of using a case-based approach
- Apply principles of good case writing to their own area of teaching
- Gain confidence in framing, researching, curating, building and revising effective cases for teaching and learning
- Draft a preliminary teaching note to highlight effective uses of the case being developed



Note:

TLC reserves the right to postpone or cancel workshops. In the event that the workshop does not take place after your registration has been confirmed in writing, we will make every effort to reschedule the workshop and you will be offered an alternative date to attend the same workshop.

Workshops – Digital Learning



AD153: Fundamentals of Technology in Learning

Technology has fundamentally changed the way we live and the way we learn. As instructors, it is critical to understand the role of technology in education. Technologies are tools, and they need to be used in conjunction with pedagogy to enable effective teaching and learning. The purpose of this workshop is to help participants understand the pedagogical functions of different technological tools and ways of orchestrating different technological tools for effective teaching.

5 Sep 2023 (Tue)
1830 hrs – 2130 hrs
Mode: Online

Target Participants:
Associates & Faculty

Course Level: Introductory

Registration:
Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Describe the role of technology in learning
- Describe the pedagogical functions of different technological tools
- Design instructions that incorporate different technological tools for effective teaching

AD251: Teaching Online (Intermediate Level)

This intermediate teaching online workshop aims to equip participants with the knowledge and skills for effective online teaching. It will go beyond introducing how to use Zoom for content delivering which was covered in our previous introductory teaching online workshop, and focuses on how to design online instruction with a variety of digital tools together with zoom to better engage students. Both the pedagogical and technological functions of different digital tools will be discussed in the workshop. Hands-on practice will also be provided to facilitate understanding.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Describe principles of effective online teaching
- Describe the pedagogical functions of different digital tools for facilitating online learning
- Design effective online instruction with a variety of digital tools

30 Sep 2023 (Sat)
0900 hrs – 1200 hrs
Mode: Online

Target Participants:

Associates & Faculty who want to go beyond merely using Zoom for content delivery. Prior knowledge and experience with online teaching using Zoom is required.

Course Level: Intermediate

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.



Note:

TLC reserves the right to postpone or cancel workshops. In the event that the workshop does not take place after your registration has been confirmed in writing, we will make every effort to reschedule the workshop and you will be offered an alternative date to attend the same workshop.

Workshops – Assessment Competency



AD161: Fundamentals of Assessment

This workshop aims to improve the assessment literacy of participants, so that they can apply quality principles in designing fit-for-purpose assessments. This has important implications for both instructors and course developers as they seek to align curriculum, pedagogy and assessment practices.

Learning Outcomes:

At the end of the workshop, participants should be able to examine and work with quality principles in:

- Planning assessment
- Designing assessment
- Interpreting assessment outcomes

24 Aug 2023 (Thu)

1830 hrs – 2130 hrs

Mode: Online

Target Participants:

Associates & Faculty

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

AD163: Constructing Multiple-Choice Tests

The aim of this workshop is to help participants develop and refine their use of multiple choice questions (MCQs) as an assessment tool.

Learning Outcomes:

At the end of the workshop, participants should be able to address the following:

- What are the forms and structures of MCQs?
- How to write MCQs? How many options per MCQ?
- What are some types of MCQs?
- What MCQ information and results can I get from the Canvas LMS?
- How to vet drafts of MCQs?
- How to improve MCQs? (examples)

8 Sep 2023 (Fri)

1830 hrs – 2130 hrs

Mode: Online

Target Participants:

Associates & Faculty
(Especially for Assessment Writers)

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.



AD165: Developing Scoring Rubrics

This workshop aims to provide participants with insight into developing purposeful and reliable scoring rubrics.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Discuss what rubrics are and why use them
- Discuss proper/improper uses of rubrics
- Critique a set of rubrics
- Construct a set of rubrics

11 Sep 2023 (Mon)

1830 hrs – 2130 hrs

Mode: Face-to-face on SUSS campus

Target Participants:

Associates & Faculty
(Especially for Assessment Writers)

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

AD167: Giving Effective Assessment Feedback

This workshop aims to promote effective feedback cultures and practices within teaching and learning. Feedback is intended to take teaching and learning to the next level, and works with clear learning outcomes, success criteria and evidence of learning. In this context, the workshop will outline how the provision and use of effective feedback for improvement require insight into motivation, self-regulation and appropriate judgments of performance quality.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Describe the context and conditions under which feedback can positively impact learning
- Outline key features of good feedback practice
- Promote a feedback culture that encourages student, peer and teacher learning and improvement

20 Oct 2023 (Fri)

1830 hrs – 2130 hrs

Mode: Face-to-face on SUSS campus

Target Participants:

Associates & Faculty

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

AD169: Using Classroom Assessment Techniques

Classroom assessments can include non-graded in-class activities that provide useful feedback on students' learning. Classroom Assessment Techniques (CATs), as famously termed by Angelo and Cross in 1993, have been recommended by scholars and practitioners in the field of tertiary education. CATs are a set of specific strategies that educators can use to gauge both students' knowledge and skills (e.g., prior knowledge, analysis and critical thinking, synthesis and creative thinking, problem solving, etc.) as well as students' attitudes, values, and self-awareness. This workshop aims to introduce various types of CATs and discuss applications of CATs across disciplines.

SESSION 1

5 Oct 2023 (Thu)

1830 hrs – 2130 hrs

Mode: Online

SESSION 2

9 Nov 2023 (Thu)

1830 hrs – 2130 hrs

Mode: Online

Target Participants:

Associates and Faculty

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Describe the purpose and features of classroom assessments
- Compare and choose relevant Classroom Assessment Techniques for their teaching practices
- Evaluate the pros and cons of different Classroom Assessment Techniques

AD261: Developing and Assessing Group Work

Within higher education, group work has been widely used as a learning and teaching strategy. When planned and managed well, group work can benefit learners with high quality learning outcomes and satisfaction. This intermediate level workshop aims to equip participants with the knowledge and skills for effective Group-Based Assessment (GBA). It is divided into three main parts. The first discusses the purpose of GBA and strategies that can be used to ensure that group work is well planned and managed. The second focusses on the methods of assessing group work, its assessment criteria and scoring methods. The final section provides ways for evaluating the quality of GBA.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Describe the purposes of GBA
- Identify strategies for effective planning and managing of group work
- Describe methods of assessing group work
- Describe the assessment criteria in GBA
- Compare the scoring methods for GBA
- Evaluate quality of GBA samples

6 Sep 2023 (Wed)

1830 hrs – 2130 hrs

Mode: Online

Target Participants:

Associates & Faculty
(Participants are required to complete AD161: Fundamentals of Assessment prior to this workshop).

Course Level: Intermediate

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.



Note:

TLC reserves the right to postpone or cancel workshops. In the event that the workshop does not take place after your registration has been confirmed in writing, we will make every effort to reschedule the workshop and you will be offered an alternative date to attend the same workshop.

Workshops – Delivery Modes & Communication



AD181: Questioning Techniques for Teaching

This workshop is intended for instructors who are looking to better facilitate student-centred approaches to class discussions and promote critical thinking in their classroom. Specifically, the Socratic Questioning technique that is commonly used to maximise the impact of classroom conversations will be discussed. Participants will examine and experience how this technique can increase critical thinking and student independence in classroom discussions, as well as identify corresponding strategies to implement in their classrooms.

3 Oct 2023 (Tue)

1830 hrs – 2130 hrs

Mode: Face-to-face on SUSS campus

Target Participants:

Associates & Faculty

Course Level: Introductory

Registration:

Invited Associates/ Faculty will receive the registration details via email from TLC approximately four weeks before workshop.

Learning Outcomes:

At the end of the workshop, participants should be able to:

- Explain the appropriate type of Socratic questions for different learning purposes
- Analyse student in-class comments and respond with questions that will engage the student in deeper and broader thinking
- Apply Socratic questioning techniques to extend student participation and engage a class in critical thinking
- Facilitate problem solving using questioning

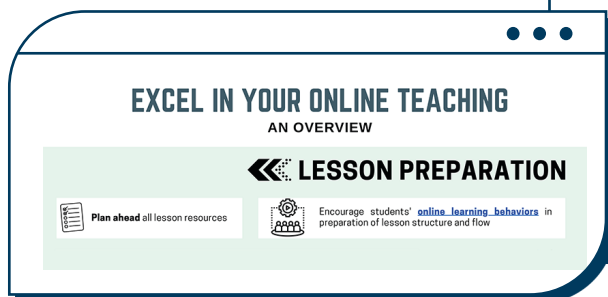
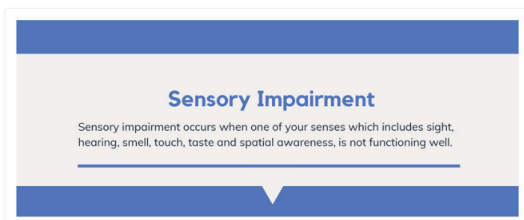
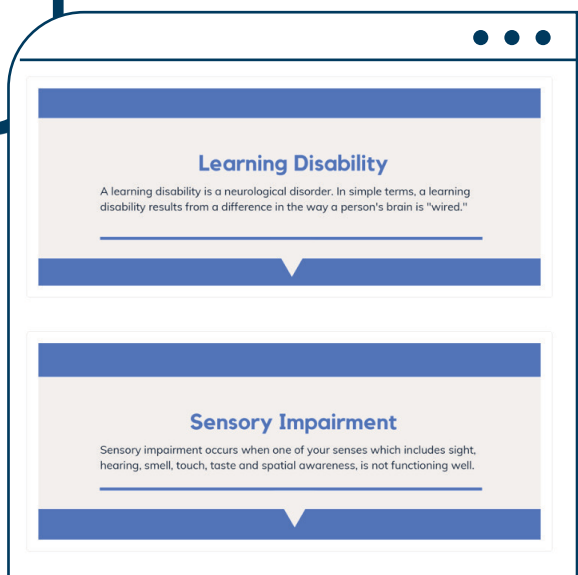
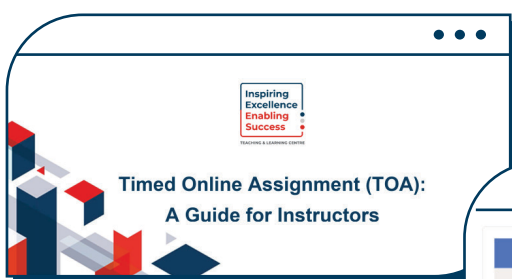
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Teaching e-Resources by TLC

Resources such as Supporting Students with Special Needs, Online Teaching, Assessment Writing, Outcome-Based Learning are specially designed to support your teaching needs.

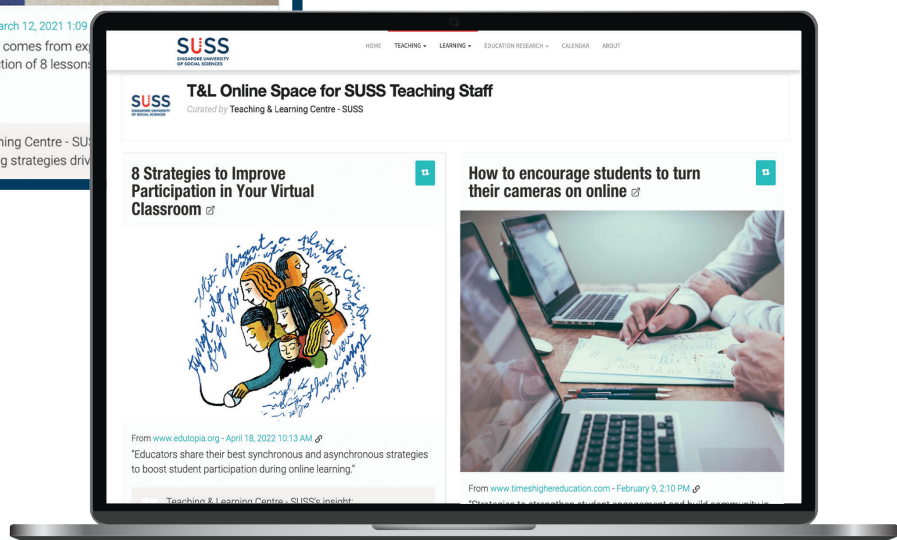
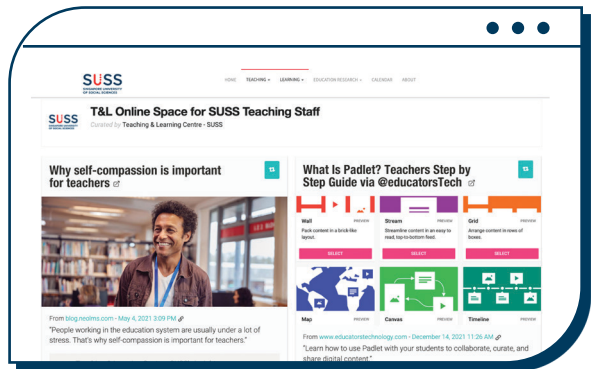
Visit <https://www.suss.edu.sg/tlc> to access and download the e-Resources now!



T&L Online Space

Visit the T&L Online Space at <https://www.scoop.it/topic/teaching-and-learning-by-suss-tlc> for curated resources to enrich your teaching expertise. These resources have been carefully selected and reviewed so that you are always updated with current education trends and fresh insights on teaching and learning tips and strategies.

You may also share your insights and reviews to be published on the T&L Online Space by emailing us at tlc@suss.edu.sg.



Overview of Teaching & Learning Support by TLC



Teaching Excellence

- Dialogue Sessions with TLC
- Role-based Training (E-learning Courses)
- Professional Development in Teaching and Learning (PDTL) Workshops
- Required Modular Courses for Graduate Certificate(s)
- Online Resources



Learning Support

- Academic Competency Support Workshops
- E-learning Courses
- Online Resources



Education Research

- Scholarship of Teaching and Learning (SoTL)
- Digital Curation of Meaningful Teaching Practices
- MOE Education Research Grants
- Education Research Grant Writing Support



Initiatives and Recognition

- SUSS Award for Teaching Excellence
- SUSS Award for Teaching Excellence – Special Awards Category: Innovation in Pedagogy Award



Welfare

- Faculty Appreciation Event



Notes

A series of horizontal blue lines providing a space for writing notes.



Contact Us

For more information on
TLC's support and resources,
please visit our website at:

 <https://www.suss.edu.sg/tlc>

To provide feedback on
TLC's resources or for contributions,
please email us at:

 tlc@suss.edu.sg

