Live and learn

A case for authentic learning

Engaging learners actively
Dear Colleagues,

Over the past two years, the Teaching and Learning Centre has been steadily introducing and building on a range of initiatives that encourage associates to integrate technology and utilise innovative teaching practices for improved student learning.

We initially started out with the Associate Faculty Champion programme in 2013, and have since expanded this to include the Innovative Seed Grant. If you’re keen to do research in your classes and would like to find out more about these schemes, do contact the faculty at TLC to discuss your ideas.

Last August, we also launched a peer-reviewed, open access, online journal, *Advances in Scholarship of Teaching and Learning*, aimed at promoting lively conversations on teaching and learning. This journal is published biannually (in January and July of each year) and welcomes contributions on development initiatives that enhance teaching and learning across disciplines. Contributions can be in the form of research articles, case studies, essays, or reviews of current scholarship. If you’re inclined to publish your research, do submit your article for consideration.

For this issue, it seemed apt to consolidate the findings of our 2013 Associate Faculty Champions, to inspire and trigger further innovative ideas on instructional strategies as we embark on another new year. In the following pages, Cedric Chew elaborates on how he built class discussions around company case studies found in the news media for his strategy course; Lily Lim highlights the correlation between pre-class preparation (through the use of pre-class quizzes and posting of questions) and student academic performance; and Yeo Beng Teck looks at ways to move students towards higher levels of reflection.

Also in this issue: SBIZ faculty Jenson Goh, Finance associate Ong Woon Pheng, and Psychology associates Darrell Chay and Ho Yan Yin give their take on how to design and facilitate learning activities so as to encourage active learning among students. And 2014 Associate Faculty Champion Ang Sin Sing reflects on her learning points as a Ph.D. candidate.

We hope that the range of ideas shared in this issue will go some ways in providing you with some fresh ideas on how to engage your students and deepen their learning. Do share your ideas with your fellow peers through Communitas, so that we can all help to build and sustain a vibrant community of practice at UniSIM.

Here’s wishing all of you a fruitful and rewarding year ahead!

With best wishes,

Dr Selina Lim
Editor
Inspire learning and be off to a good start

I stumbled on a quote from Horace Mann many years ago. “A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron.” If this quote resonates with you, below are some ideas on how to inspire and light your students’ desire to learn using Authentic Learning (AL) principles. Here, I shall share how you can reach your teaching goals faster and better and inspire your students in the process.

I have been using News articles as Supplementary Teaching Tools (NSTT) in my strategy classes for a few years. I enjoy reading and improving my general knowledge. I think many people enjoy this too. In using NSTT, my central premise is that students would be more interested to learn about strategy if I used short, current and interesting news articles about companies they tend to know more about. If I were to get every student to answer a strategy-related question using theories I taught them, they can witness first-hand the usefulness of the strategy theories they have learnt. I used NSTT for years before I embarked on a research project with the Teaching and Learning Centre (TLC) in 2013 to validate what I had long suspected.

NSTT uses AL principles and students could see the direct relevance of strategy theories at work. NSTT enabled my students to understand the strategy subject better and it motivated them to like the strategy subject more. It raised my students’ critical thinking skills and motivation levels towards developing skills for lifelong learning. I think that almost all students are keen learners; however, we must make learning F.U.R.R.Y (or Fun, Useful, Real, Relevant and Yoo-hoo) in order to inspire them on their own learning journey from time to time.

Five easy steps to NSTT

The tutor selects a variety of interesting news articles on the more recognisable companies such as BreadTalk and Uniqlo, and asks the students one or two theory-related (in my case strategy-related) questions about each article. The news articles should help to illustrate the theories well and the questions should be answered using theories that the students have just learnt.

The tutor shares the objectives of the course and how NSTT supports the course objectives. It is important to establish for the students the relevance of NSTT. The tutor could put up a PowerPoint slide with the headlines and web-site links of the news articles and the questions that were formulated for the articles at the start of the lesson.

Get each student to select an article and to draft their answers to the associated questions, which they will then present to the rest of the class. Each student has to use theories (in my case, business strategy-related) to answer the question(s) posed for each article. Doing so allows me to drive home the message that strategy theories are relevant to solving real world business challenges.

The tutor can also vary the timing of the NSTT presentations to raise the interest and energy level of the class. For example, the tutor could group three to four NSTT presentations together and hold them just after a theory sharing session or just before or after a tea break.

1. AL is a student-centred approach that encourages students to explore, discuss, and meaningfully construct their understanding of concepts and apply them in a context that involves real-world problems relevant to the learner. AL may comprise role-playing and case studies.
2. Critical thinking is displayed when students consistently share more views including questioning, detecting assumptions, examining context and weighing evidence for or against a position, problem or programme. Brookfield’s (1987) listed nine elements of critical thinking, namely (1) Clarity (2) Accuracy (3) Precision (4) Relevance (5) Depth (6) Breadth (7) Logic (8) Significance and (9) Fairness.
The tutor facilitates the discussion and ensures that every student has a chance to comment on the presenters’ answers using critical thinking skills taught to them. For example, a student may question the assumption of another student's hypothesis. This collaborative sharing provides students with an opportunity to apply and hone their critical thinking skills. The tutor is thus able to deepen the students’ learning by providing feedback if they applied the wrong theories to answer their questions. This is the stage when the power of AL is in “full bloom.”

For example, in my class, my students could see that strategy theories could be applied to a variety of small or large companies facing different business issues. I play the role of a “conductor” who facilitates and on into the diversity of my adult student learners’ work experiences. I encourage students to practise their critical thinking skills by posing probing questions like “How confident are you about your conclusion?”, “What if I said XYZ, how would that influence your thinking?”, “How did you arrive at the hypotheses? Did it turn out to be accurate? Why?”, etc.

NSTT is a form of AL and it is a powerful tool that enables students to understand that there are many different and useful perspectives to a problem or a proposed solution.

The tutor encourages students to reflect on their answers, the views shared by other students, and their own learning about the theories or critical thinking skills outside of class time. The tutor then gets a few students to share their reflections with the rest of the class.

NSTT supports AL which, in turn, sparks your students’ desire to learn

Using NSTT within the AL framework allows students to more readily understand the relevance of business theories to business problems in the real world.

AL situates knowledge in the context of everyday life. AL is particularly useful to adult student learners as they have a wider range of knowledge, skills, experience, and perspectives of viewing a problem through informal and formal learning.

Using NSTT increases the variety of challenging problem-based, collaborative learning discussions and helped to reinforce certain strategy concepts. By working through articles on companies facing real world business challenges, and formulating and defending their answers when presenting to their classmates, students would find it easier to recall how they used the theories to solve real world problems.

Authentic learning and NSTT works

To better understand the impact of NSTT on student learning, I surveyed one class of business strategy students. The research findings suggested that NSTT raised students’ subject proficiency, critical thinking skills and inspired them towards lifelong learning for the strategy subject. 23 students responded to the survey, which had 13 questions.

The results are as follows:

- 96% of the respondents (or 22 students) agreed or strongly agreed that NSTT reinforced their understanding of the strategy theories.
- All 23 respondents felt NSTT was important in helping them acquire critical thinking skills.
- All 23 respondents felt that NSTT has enabled them to raise their level of critical thinking skills in a fun way.
- All 23 respondents felt that class discussions using NSTT had piqued their interest in strategy as a subject matter. This could possibly stem from their ability to see the relevance of strategy theories to real world problems, which motivated them to conduct further research on their case study.
- 78% of the respondents (or 18 students) felt that NSTT utilised their work experience. This comparatively lower score suggests that more needs to be done to draw upon adult learners’ work experience.
- 73% (or 17 students) felt that the pace of lesson using NTM was appropriate. This suggests the need to set aside more class time for discussions that would allow for the development of deep learning and for students to practise critical thinking skills.

3. Yoo-hoo is a natural expression used to attract a person’s attention. As instructors, it is essential that we use all sorts of tools to engage our students, attract and sustain their attention.

4. The following are some of the strategy-related questions I used before. For example, “Should Charles and Keith accept Louis Vuitton-linked investment fund’s offer to invest in them?” (Title of article: LVMH eyes Asia with the launch of $790m fund.) “Substantiate what the strategic value of a petrol station is. List similar examples.” (Title of article: Dog bath with your petrol Sir?).

5. For example, I would get a student working in the same industry as the company being discussed and obtain his or her views on how his or her company might handle the challenges under discussion.
Qualitative feedback also supported the survey findings. Students reported that they “loved the challenge of presenting and gaining rich perspectives from the diversity of views”; some felt that “learning is fun and this motivated me to learn more”, while another student shared that NSTT is “stressful as we have to think deeper”. A handful of students now realise that “every problem has many angles to it,” and NSTT has motivated them “to be a better critical thinker.”

Be prepared and trap the butterfly...
NSTT is generalisable and can be applied to other disciplines, for example, social sciences, marketing, product innovations, law, etc. But you need to practise it diligently and to seize the learning moment which can happen at any time. And just like a butterfly you are admiring from a distance, the learning moment can also pass quickly.

So seize the opportunity to facilitate, draw a comment, critique a point, and “trap the butterfly and catch the learning moment” before you set it free!

Opportunity meets the prepared mind. We have to encourage students’ engagement, be flexible and adaptable with them in order to catch the rich learning moment.

Facilitation is not a free for all. Effectiveness comes from a combination of (1) the knowledge of your subject area; (2) teaching pedagogy; and (3) contributions from your students. One way is to acquire more knowledge – so read up on best practices in teaching from books and articles from TLC. It is only through an intense interest and hunger to learn that we are able to excel in what we set out to do.

In summary, NSTT uses authentic learning methodologies and this has made students’ learning real and relevant. Also, supplementing your current teaching practices with NSTT has strong learning benefits. NSTT can help you raise your students’ knowledge and ability to apply the theories, while enhancing their critical thinking skills and motivation towards lifelong learning. Enjoy the journey!

Cedric Chew teaches Business Strategy at UniSIM’s School of Business. He received a Teaching Merit Award in 2012 and a Teaching Excellence award in 2013. In this article, he shares a few teaching tips on how to motivate your students to learn. You can consider adopting some of his suggestions. Cedric can be reached at cedricchew002@unisim.edu.sg

Learning Journey: Stories from the trenches

The Associate Faculty Champion (AFC) programme, which first piloted in 2012 with two associates, is currently into its third run. Associate Faculty Champions are nominated by their Heads of Programme (HoPs) to undertake a year-long research project aimed at improving student learning and/or specific skills expected of students in their particular discipline.

These research projects require the AFCs to propose, implement, and study the impact of their proposed innovative pedagogical techniques and strategies on student learning. They are shaped in consultation with the HoP and a TLC faculty who will oversee the progress of the research and discuss the findings and subsequent actions with the AFCs.

A number of the AFCs were new to education research when they first started, and were a little overwhelmed when asked to concretise their project — first as a research proposal that includes an articulation of the research methods and data to be gathered, and the implementation and timeline of the study during their six-week course. AFCs are also required to write up the project as a research paper.

The tight timeline was highlighted as one of the challenges faced by AFCs. 2013 AFC Yeo Beng Teck had proposed to study the depth of reflection developed by his students during the course of COR163 Executive Action Learning, together with his co-researcher Nithya Ramaswamy.

Beng Teck observed, “Time is a challenge. Because we are all working. So we had some challenge in terms of coming up with the reflection survey. That takes time. We also took some time to look into the literature, and to develop an understanding of what we should focus on in terms of reflection in action learning.”

Although these projects are carried out in the courses that the AFCs are teaching, it requires the AFC to conceptualise pedagogical strategies and approaches that are over and beyond the established routine of the AF or instructor for the course.

The AFC projects so far have yielded findings that have led to tangible improvements in student learning, as well as further
enhancements to the courses. Findings from Yeo Beng Teck’s 2013 AFC project have resulted in a rethinking of the structure of learning activities and the role of facilitators in COR163 Executive Action Learning, a course in the University Core curriculum.

For some programmes, e.g., Psychology, the pedagogical strategies that were implemented by 2013 AFC Lily Lim in PSY107 Introduction to Psychology I have resulted in a remarkable improvement in student academic performance. Those strategies are rapidly gaining traction in other PSY courses.

Since embarking on these projects, AFCs say they have developed deeper insights on how they might adjust their pedagogical approaches in order to encourage and engage their students in their learning.

“I think one of the most important thing is that it’s always very easy to design [a course] through how we see it. But that might not work very well,” noted Beng Teck. “I think through some research into how well our course has achieved the objective, we can harness a lot of information that will help us improve the programme. It should not be a one-size-fits-all.”

Moreover, AFCs aver that their studies have offered them greater insights to how their students learn. As 2013 AFC Lily Lim asserted, “Having done all this...” Says 2013 AFC Lily Lim, “Having done all this, it’s made me even more involved and, in terms of looking at the student’s perspective, how best to help them and how best they can gain from the three hours they see us every week.”

Beng Teck’s advice to associates interested in becoming an AFC: “Take the challenge, do the research. And I think you’ll discover a lot of new things that we could learn from the student, that we can learn from this process of being a faculty champion.”

To learn more about 2013 AFC Yeo Beng Teck’s project, scan the following QR code:

Or visit the following URL: http://tlc.unisim.edu.sg/AFC2013-Action.html

To learn more about 2013 AFC Lily Lim’s project, scan the following QR code:

Or visit the following URL: http://tlc.unisim.edu.sg/FLS2014-5-Flipped.html
100 full-time faculty and associate faculty attended UniSIM’s fourth Faculty Learning Symposium organised by Teaching & Learning Centre (TLC) on 13 September 2014.

The talks centred on the theme, “Evidence-informed practice: Action from the ground up.”

In his keynote address, Prof Doug Hamilton of Royal Roads University highlighted opportunities for faculty to take a scholarly approach to improve their craft.

Prof Robert Kamei of Duke-NUS Graduate Medical School Singapore shared the TeamLEAD approach at Duke-NUS, where students leverage on teamwork to learn “facts” while practising 21st Century skills of critical and creative learning, problem solving, teamwork and leadership.

Our 2013 Associate Faculty Champions also presented findings drawn from their studies. Prof Brian Peacock from the School of Science and Technology shared one-page reports and posters produced through collaborative group work. Yeo Beng Teck, AF for COR163 Executive Action Learning (School of Human Development and Social Services), described the adjustments to learning activities that increased his students’ depth of reflection. Lily Lim, AF for PSY107 Introduction to Psychology I (School of Arts and Social Sciences), explained how the flipped classroom approach enabled her students to be better prepared, resulting in a higher passing rate for the course.

Attendees came away with concrete examples of evidence-informed practice which they were able to adapt and incorporate in their own practices.

To view the video recordings from the Faculty Learning Symposium please visit:

http://tlc.unisim.edu.sg/talks.html
Back to School, Back to Basics
This year as I turned 50, I went back to school as a full-time student. As I write this reflection of my time as a PhD student in Antwerp, I am grateful for the people who have helped and enabled me to continue in this learning journey.

Let’s start from the beginning…

From corporate to classroom
An unexpected and necessary mid-career switch to teaching uncovered two related passions: teaching and research. Both are what I want to do for the rest of my life.

Teaching gives me a sense of satisfaction when students “get it”, of the things that I teach. Research appeals to the learner in me as I uncover and discover things that pique my curiosity. One can never be bored when one is curious.

I entered the teaching career having worked in the computer industry for ten years. Time flies when you enjoy what you do: eleven years as a senior lecturer at the polytechnic and eight years at UniSIM as an associate faculty. These are concurrent appointments. In 2005, I received the Teaching Award from the polytechnic and in 2012, a Long Service Award from SIM University.

In a seconded appointment as a Project Manager at the polytechnic’s Teaching & Learning Department, I have used my knowledge to guide academic staff, to shape creative learning design in campus-wide courseware development projects. I believe technology not only empowers but enables self-directed learning. Learning takes place everywhere and depending on the type of learner, we can make learning available to everyone in a sustainable way.

From teaching to researching
In a UniSIM’s research collaboration with the Head of Program, School of Arts and Social Sciences, I had the privilege to work and learn from Dr Brian Lee. This collaboration confirmed my desire to be both a researcher and a teacher. We co-authored an article in 2013, titled Social Media as an Informal Learning Platform: Case Study on Adult Learning at SIM University, Singapore. This was published in Procedia-Social and Behavioral Journal, Volume 93 (ISSN: 1877-0428), Elsevier.

My interest and experience in technology and education are what drove me to...
seek a PhD in Education. I am now a full-time student at the Institute of Education and Information Sciences, University of Antwerp (UA), working with Professor David Gijbels.

I am continuing my investigation of adult learners’ informal learning using digital media at UA. Given the easy availability and accessibility of technology, learners seek out learning and educational opportunities at their convenience. Learning is available everywhere. It is with this interest that I want to explore how learners learn in technology-driven platforms.

When we know how learners learn, we could then package content within a rigorous curriculum so as to maximise and enhance the learning process. Learning is hard work but it could also be fun and gratifying. In the dynamics of learning, I also believe that the teacher plays an important part, as facilitator, as guide and as co-creator of this learning process.

Concurrent to this, I am also investigating students’ perception of case study teaching and lecture-discussion teaching under the Associate Faculty Champion (AFC) programme, guided by Dr Selina Lim.

**Points of Reflection**

So now I have come full circle: back to school, back to basics. Here are some things I am reminded as I become a student again.

**Learning never stops**

First and foremost, learning never stops; it never ends as long as we stay curious and open to what life brings to us. If I had not had that morning coffee with Dr Lee at UniSIM’s canteen, we would not have spoken about my take on how technology could and is impacting how we learn, and we would not have embarked on that exploratory investigation of how adults learn using social media and the rest of my story may not even have panned out. So, it is important to have a cuppa with colleagues to bounce ideas and share your thoughts.

**Never too old**

You are never too old to learn. At UA, I am the oldest among the researchers who average about late 20s to mid-30s. I do not consider myself old, perhaps just older. Given a different culture and age group that I am thrown in, there are constantly new insights you pick up about people in the ordinariness of living. We learn all the time and most times subconsciously. New experiences often challenge our current social perception of things, helps us re-examine and fine-tune our opinions and even the values that we hold dear.

**Remain flexible**

Life is messy, complicated and it usually do not turn out exactly as you have planned. This brings to mind how my initial plan to study in Canada eventually resulted in studying in Belgium through a series of coincidences. Another is the coordination of UniSIM AFC’s research from Antwerp. Situation on the ground changes and certain ideals may not always fall in place. The main thing is to keep an open mind, look at ground developments and adjust the plans and timeline accordingly. It helps when you have supportive colleagues to talk things through.

**Have courage**

Often I hear people say to me about being back in school at 50: “You are very courageous!” Walt Disney once said, “We can make our dreams come true when we have the courage to pursue it.” I do not think I am particularly courageous, I just think if we say there is something we want to do, we just do it. The main thing is never give up on your dreams because when you do that, you give up on yourself.

Recently, I have been re-reading Brene Brown’s “Daring Greatly” and to dare greatly is “to show up and let ourselves be seen”. Before I embarked on this PhD, I had so many questions: Am I crazy to do a full-time study at my age? What comes after for me? Will I be able to do this? Do I have the energy?

Because I liken doing a PhD to a marathon, you do not stop until you are done. What clinched it for me was I did not want to live a life of regret. Having considered thoroughly the implications of a total change in lifestyle and thinking, I decided to just do it. Not going to stop until I am done. I am entering into my second year of PhD and so far, I have survived, thrived in certain areas of this new life, and faced challenges in other areas.

Life is a journey. Learning is also a journey. Let’s not be too fixated on getting to the destination that we forget to enjoy the process. Stay strong and end strong in all that we do.
Associates and faculty at SIM University have been looking into innovative ways to engage students in their learning. Of particular interest are pedagogical approaches that associates may adopt to encourage and facilitate active learning among their students, given the six-week structure of UniSIM courses.

The School of Business (SBIZ) and the Psychology programme in the School of Arts and Social Sciences (SASS) have been exploring various ways to encourage their students to become active learners. SBIZ, in particular, is keen to inculcate this culture of learning across all their programmes with the aim of producing graduates who are articulate and analytical problem solvers. TLC faculty has been working with the School to train all their associates in the design and facilitation of active learning in their courses by January 2016.

The School’s move has spawned a rethinking among their faculty and associates about the way learning occurs in and out of class, and especially in how they design the pre-class, in-class, and online learning activities so that these scaffold, reinforce, and deepen their students’ learning.

SBIZ faculty Dr Jenson Goh observed that in-class activities which require students to search for answers in the textbook has limited value as they do not stimulate discussion; neither do they deepen the students’ knowledge of the subject matter.

“The design of the activities has to get them to think deeper. It cannot just be purely asking them to list certain sets of concepts or certain characteristics and stop there,” noted Jenson.

“You actually have to come up with some kind of scenarios, or a short paragraph of a context, and get them to think about that context and how to apply the concepts that’s being taught in class into that context itself.”

Jenson also emphasised, “When you design activities, you want it to be at the higher level. You want to see the student really understand or remember the thing, and applying to the context. So it has to be at least a Level 3 [of the Bloom’s Taxonomy] and above, rather than just purely a Level 1, which is just to list or define certain concepts.

“So choosing the activities is important. The pre-class quiz will take care of the lower level already. So you just focus on Level 3 and above,” he concluded.

However, associates also point out that such a pedagogical approach can be rather challenging to implement, especially if students come to class unprepared and are unable to participate in the learning activities.

Darrell Chay, an associate with the Psychology programme, thus underscored the need for both instructors and students to be clear about the rationale behind the learning activities.

“I think it’s important for us and for them to know exactly the rationale behind [the learning activity]. So that they know that ‘I have to do this not because I have to do it, but I’m asked to do this because it’s for my benefit.’ So, with that understanding between the lecturers and the students, I think the students will come to the classes more prepared and they’ll want to be engaged by doing all the necessary homework at home,” said Darrell.

Ong Woon Pheng, an associate with the Finance programme, tries to overcome his students’ inertia by setting and managing their expectations before the start of the course.

“What I did before even the course started on
Blackboard, I encouraged them to read up before each lesson,” says Woon Pheng. “Tell them: ‘These are the things that you need to do. Have a read at your textbooks; look at the videos; try out the quiz; prepare yourselves. And then when you come to class, we will try these questions.’ So, it helps a bit.”

Associates typically use an incremental approach to simultaneously scaffold, deepen learning, and build their students’ confidence in tackling more complex tasks and exercises.

For example, Woon Pheng usually starts out with a mini-lecture that reviews the topics to be covered, before posing short questions to his students, and then providing his students with a case study where they would need to apply what they had learnt during the session.

Doing this in incremental steps also allows the instructor to become more comfortable with facilitating their students’ learning and adapting their delivery style to their students’ needs.

Psychology associate Ho Yan Yin observed that instructors would need to be adaptable and flexible in their delivery, and to make a conscious effort to do the switch from being a lecturer to a facilitator of learning.

But therein lies the challenge.

Yan Yin explained, “You don’t know what questions the students are going to come with. So it’s different. It’s a paradigm shift.”

Observed Yan Yin, “You’re no longer just delivering content. You’re a facilitator. You need to basically help the students to connect the dots. It’s different.”

It’s not uncommon for instructors to initially feel uncomfortable or struggle with the role they play as they start to move towards doing more facilitation.

“It’s a lot of experimenting. So you have to really step out of your comfort zone to try something out and see whether it works or not,” said Jenson.

“Initially, I think I struggled as well,” admitted Jenson. “But over time, once you do it three or four times, you get the hang of it. And eventually, you build up a repertoire of tools that you can use and apply to a blended learning session.”

For more on the SBIZ approach to active learning, scan this QR code to view the video.

Or visit the following URL:
http://tlc.unisim.edu.sg/Training-SBIZ.html

For more on what the Psychology programme is doing, scan this QR code to view the video.

Or visit the following URL:
http://tlc.unisim.edu.sg/AFC2013-PSY.html
On 8 November, 135 associates and their accompanying guests were invited to the Alive Museum at Suntec City. Teaching & Learning Centre made special arrangements with the museum to open its doors an hour earlier, so that our guests would have the museum to themselves before it opens to the public at 10am.

FAMILY DAY 2014

Quick Guide to SIM University

The Quick Guide to SIM University for Associates is a useful reference booklet for new and existing associates. It offers an overview of UniSIM’s organisational structure, the various support measures available to associates and students, payment schedule, as well as important contact details and frequently used acronyms. Scan the QR code to download the Quick Guide to your mobile devices.

http://tlc.unisim.edu.sg/resources.html
SIM University is hosting the 10th eLearning Forum Asia (eLFA2015) from 17 to 19 June 2015.

The theme for the conference is “Innovations in education: Responding intelligently to diverse learning needs.”

eLFA2015 offers an excellent platform to showcase your work, learn about emerging technology and how your peers are leveraging on them, and network with academics and practitioners in the field of e-learning. So do take the opportunity to participate in the discussions.

To learn more about the conference, submit a paper abstract for consideration, or register your participation, please visit the eLFA2015 web site at http://elfa2015.unisim.edu.sg

Do note that the deadline for paper abstract submission is 1 March 2015.

To enjoy early bird registration fees, please register by 15 April 2015.

HIGHLIGHTS

Learning Preparatory Roadmap

TLC faculty have drawn up a learning preparatory roadmap to help new students cope with the demands of studies at UniSIM. The roadmap outlines essential technical, academic writing skills, and study skills that students should endeavour to acquire, preferably prior to beginning their programme of study. Students can review the checklist of skills and tools that they will need to know, and check out the related online courses and talks that address those areas. So do remember to refer your students to the learning preparatory roadmap, which is available on TLC’s web site at http://tlc.unisim.edu.sg/roadmap.html

Resource Centre: Block C, 7.02

Are you needing a quiet place to prepare for your lessons, but finding the Lecturers’ Lounge a little crowded? If so, head on down to the Resource Room at Block C, Level 7. UniSIM associates can now apply for access cards to the Room through TLC. The Room is available Mondays to Fridays, between 0830hrs and 2200hrs, except when it is used for events or meetings.
MARK YOUR CALENDARS

MARCH 7
Faculty Appreciation Dinner

JUNE 17-19
eLearning Forum Asia (eLFA 2015)

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* UniSIM reserves the rights to amend and/or revise the above schedule without any prior notification.