The ABC of Good Teaching

Voicing and Personalising Feedback

Incorporating Work-based Learning in Your Teaching
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Write to Us

Please send your contributions and comments to tlc@unisim.edu.sg, with the header: “Communitas Contribution.”
Dear Colleagues,

It’s a busy year of conferences at SIM University – especially in the areas of online learning, teaching and research. Over the past year, staff from the Learning Services cluster was busy preparing, planning and organising the 10th eLearning Forum Asia in collaboration with the Hong Kong-based non-profit organisation, eLearning Forum Asia. The 2-1/2 day conference was held at the Performing Arts Theatre from 17 to 19 June and was attended by 410 delegates from 23 countries. We have included the conference highlights and reflections from associates who attended the event in this issue. If you’d like more information on the range of papers presented at the conference, you can view the abstracts and PowerPoint presentation slides on the conference web site at http://elfa2015.unisim.edu.sg.

Coming up in November, UniSIM and the five autonomous universities will be showcasing their e-learning approaches at the 1st National Technology-enabled Learning Conference. 600 delegates are expected to attend the conference, to be held at NTU’s new Learning Hub@South Spine. Do let us know if you’re interested in participating so that we can provide you with a complimentary pass to the event.

To wrap up the year, UniSIM will be co-hosting the 9th International Conference on Researching Work and Learning with Institute for Adult Learning (IAL) from 9 to 11 December. The venue for the main conference days is the School of the Arts, while pre-conference workshops will be held at SIM HQ Block A.

Starting us off in thinking about the link between work-based and workplace learning is an article by Dr Helen Bound of IAL. Also in this issue, Cedric Chew tells us that becoming good teachers is as simple as A, B, C — that is, adopting the right Attitude, having an inherent Belief in your students’ willingness to learn, and showing your Care and concern for your students. One important way to make visible your concern for students’ learning is to provide effective and personalised feedback on assignments that helps scaffold their learning. We hear from Anitha Devi Pillai who shares practical tips on providing verbal feedback using Jing.

I hope that these articles are not only interesting reads, but will also help seed some ideas that you would be able to use in your teaching at UniSIM.

With best regards,

Dr Selina Lim
Editor, Communitas
The Power of 

Attitude: Be Positive and Proactive

Thinking and acting positively mean that we should approach unpleasant situations with a more positive and productive mindset. In the context of our role as instructors, this means that we should think the best of our teaching situations and challenges that we may encounter. We must try to see the better intentions of our students and fellow instructors even when we do not necessarily agree with their actions. In reality, we are what we think and we are better off adopting a more positive and pro-active attitude, and taking actions to handle teaching challenges.

For example, upon encountering a spike in the failure rate one term, the instructor with a more positive attitude will not externalise the problem away and blame the poor results on a tough exam paper or a lazy batch of students. Rather, an instructor with a positive outlook would believe that his or her students have already put in their very best, and that every student should be able to pass the subject with the right dose of teaching and plain hard work. The instructor would be pro-active in seeking to comprehend the root cause of the failures. Taking positive actions will inevitably raise the instructor’s teaching standards and performance. The instructor’s pro-active attitude and persistence in adopting an integrated and mutually reinforcing teaching actions and methods will ultimately lead to better performances in subsequent cohorts of students.

The key takeaway from the best-selling book, “The Secret,” is that a positive mind attracts positive events. Due to the inherent “Law of Attraction” in our universe, “Like attracts Like.” We can thus attract improved situations in our teaching environment if we were to adopt a more positive mind. For example, we might start to notice a lot more positive qualities in our students. And as we observe our students displaying more strengths, the impact of their perceived faults lessen, and our understanding and love for them will naturally increase. Our learning environment will be more relaxed and, with that, deeper learning would then take root. All of this leads to better teaching outcomes ultimately.

My 16-year-old daughter gave me an interesting perspective recently. When she saw that I was irritated with my wife, she shared that she was in the same situation as me a few days ago. She had complained about person A to B. She asked me the same question her friend B had asked her.

“Dad, why are you amplifying mum’s tiny, little flaws?” she asked.

Think for a moment here. Aren’t we all guilty of this many times too, in the manner in which we react to our students and loved ones?

Adopting a more positive attitude towards our students who, like all of us, have “tiny little flaws” will definitely help us develop more meaningful relationships with them. Let us not sweat the small stuff and achieve bigger things faster.

Life is only as good as we make it. Eleanor Roosevelt once said, “With each new day, comes new strengths and new thoughts.”

Let us start anew with positive attitudes each time we enter our classrooms.

Let us acknowledge our students for their good presentations and celebrate their successes with them, even the small ones.

Let us look for the good in every challenge. If we lessen “B.E.C-ing” – that is, if we lessen the Blame we levy on our students for their lack of preparations, lessen our tendency to Excuses for their poor performance, and lessen our tendency to Complain about our
fellow instructors and students, we will develop more positive, proactive attitudes. And we can then quadruple the power to change our circumstances.

Now, isn’t A or Attitude an important word for us?

**Belief: Everyone Can Learn Well. Success Happens by Design.**

Beliefs are simply how we view a situation. Everything we experience in our lives – good or bad – is a result of a pre-dominant thought or belief.

Napoleon Hill once said, “Whatever the mind can conceive and believe, it can achieve.”

Our thoughts, words, actions and emotions find their roots in our beliefs system. We may not be conscious of our beliefs but we are actually creating current results based on our sub-conscious beliefs.

Some of our beliefs can empower us, while others can inhibit us from delivering a great teaching experience. Some beliefs may not be true and are simply generalisations we make – whether of ourselves or of our students. The danger is that sometimes, our wrongful beliefs limit our students’ and our own growth. As such, all of us would be better off avoiding – or even changing – those limiting beliefs that cause us to label our students as lazy, inattentive and unintelligent.

Every student wants – and can – do well, if we adopt the right teaching approach and provide them with constant encouragement. They must, of course, work hard. But if we, as instructors, were to embrace and practice empowering beliefs – for example, “My students study better when my lessons become more interesting,” or “Perhaps this student has more deep-rooted problems; let me have a dialogue with him or her and see how I may help” – we can achieve more with our students.

A good belief to adopt is that success happens by design. The instructor’s role is to inspire learning and to convey technical knowledge in an interesting, relevant, simple and more effective way. We can be more creative. What may hold us back are our limiting beliefs.

I once asked my students to identify the strategy point buried in a popular movie that almost every student had watched. Another time, after learning about Michael Porter’s industry attractiveness model, I asked my class, “Which business would you start so as to earn double pay and yet work only a 30-hours work week?”

They like the unexpected questions.

As instructors, we need innovation as much as any modern business. Before we fill our students’ pails of learning, we need to first light their fires. Another way to light fires is to share great stories with real-life applications so that students can learn from spectacular successes or failures. All students can do well with the right approach. We just need to experiment more.

We can research, talk to other instructors, find and utilize different learning strategies to reach out to different students. If we try to teach every concept in the same manner, there will be students who miss out on key factors because they aren’t wired to learn in one fixed manner. When we harness our power to consciously, intentionally, and purposefully choose our beliefs, we can dramatically enhance our teaching experience.

Changing our beliefs from what I “can’t” do to what I “can” do is helpful.

**Care**

Try to recall who your favourite teacher was when you were in school now. I think you can clearly see the person in front of you, right?

Good teachers are few in number; they are not just Capable, but also Caring.
They are caring enough to improve, to innovate in the classroom, are personable, and pro-active. They care enough to challenge their students at every teaching encounter, to push and also encourage students. These are the teachers we remember and thank because of how well they prepared us for exams and for life.

Do you remember how your own caring and inspiring teacher helped you and made you thirst for knowledge that brought out the best in you? Well, this is how we ought to behave as instructors.

No one cares how much you know until they know how much you care.

A caring teacher understands that each student is different and that the differences make each student unique. Naturally, to be caring and more personable, we need time to know a person. For example, we could start off by sharing movies, work, and general life issues with students. Once, I asked a student who plays rock guitar as a hobby and sells his work on iTunes each month to show his classmates a video of his recorded performance. That day, the class had a better understanding of the meaning and importance of passion. The energy level of the class shot up as we came together to share more interesting things after that session.

I had a very caring boss who is also my “teacher.” He took an interest in my development and helped me turn my passion to help people achieve their fullest potential into reality. He guided and encouraged me in my self-development. I thank him in my heart each time I help a person simplify his life and strategise to “Achieve More With Less”. This is the sort of impact and legacy caring teachers have in our lives.

Out of class time, we demonstrate caring when we pro-actively look for ways to address the gaps in our students’ learning.

Do not just rely on the final remedial lesson to close those gaps. We can look for interesting ideas and videos to deepen the understanding of our students; indeed, anything to maximize the returns from instructional time. It is not easy, but it is an act of Caring in action.

During class time, instead of a control model in class, try emphasising a care and collaboration model based on mutual respect. You can praise your teams when they have completed a good class discussion or presentation. You can help students experience what caring means and let them discover that they have the ability to make a difference in class every lesson.

A, B, C may be only three simple letters in the alphabet. But what they stand for – Attitude, Belief, Care – are significant words in teaching.

- Have a positive and pro-active attitude.
- Adopt the belief that everyone can learn well and success happens by design.
- Care more and be creative as each of our students are unique.

And improve daily.

What happens when you do A-B-C and there is laughter and smiles in your classes while serious discussions are going on? You guessed it! – performance, enjoyment. and learning indicators will rise in tandem.

Enjoy learning every day. I wish you the best in your successful learning journey!

Cedric Chew teaches Business Strategy at UniSIM’s School of Business. He received the School’s Teaching Merit Award in 2012 and Teaching Excellence Award in 2013. Cedric can be reached at cedricchew002@unisim.edu.sg.
Let’s JING It
Using a Screencapture Tool to Provide Feedback on Students’ Papers
by Dr Anitha Devi Pillai

Instructors’ written commentary on students’ papers has often been considered as time-consuming and tedious. Instructors themselves have been labeled ‘composition slaves’ (Hairston, 1986) for spending copious amount of time providing feedback to justify the grade awarded. Despite the amount of work involved, instructors recognize that feedback can empower students and help to build their confidence (Ferris, 2014). But how do we know what counts as effective feedback?

Effective Feedback

- is frequent, timely, sufficient and detailed enough;
- can be linked to the purpose of the assessment task and criteria;
- is understandable, given the students’ level of sophistication;
- is forward-looking which focuses on learning rather than marks by relating explicitly to future work and tasks that the students have to complete;
- includes information on how the writers can bridge the gap between the desired goal and the present state (Gibbs & Simpson, 2004; Glover & Brown, 2006).

Grading at UniSIM

At SIM University, instructors provide typed comments on students’ work which has many advantages. On one level, such feedback is legible and students need not spend time decoding instructors’ handwriting in between the margins of the scripts. On another level, it gives students the flexibility to retrieve the soft copy of the papers on multiple devices and read it at their convenience.

Detailed and effective feedback need not necessarily be typed marginal annotations. In fact, the annotations are limited and often require a face-to-face follow-up. One way to address this limitation is by harnessing screencapture technologies such as JING to provide screencast feedback. Screencast feedback is a digital recording that captures actions taking place on a computer screen with voice-over narration from the instructor. Imagine watching a short video clip of the instructor commenting on the student’s paper.

Using JING to Provide Verbal Feedback

By using JING, instructors can give students a quick summary of their strengths and weaknesses in 3-5 minutes. It can be downloaded from http://www.techsmith.com/jing/.

It’s an inexpensive and readily available digital technology that allows instructors to record their voices as they go over the papers of their students. This gives students an impression of being present during the grading process.

Studies (Thomson and Lee, 2012; Vincelette and Bostic, 2013) have also shown that students largely found screencast feedback to be useful as it replaced impersonal comments on their writing, which can often be misconstrued as negative feedback on their writing.

JING also allows instructors to provide a richer range of feedback for instance by personalizing their feedback by building rapport with the students, elaborating on the annotations and providing suggestions in a fraction of time that it would take to provide written feedback. Such feedback will also help to build rapport with their part-time students whom they may not meet often. The instructor’s voice adds a personal element to the feedback which will enable to instructors to reach out to students in another platform.
Installing JING on Your Computer
2. Choose the right version for your computer.
3. Once you have downloaded the software, you should see it under your program list.
4. Launch and log into the program. You will see an icon that looks like a ‘sun’ at the top of the screen.

Providing Audio Feedback Using JING
1. Move your cursor to the top of the screen. Select the icon that looks like a sun at the top of your screen.
2. Select the plus sign. By clicking on the plus sign button you will activate the capture mode.
3. Click on the cursor and it captures the immediate window (shown on the right).
4. As you move the cursor, it chooses the section of the screen which is activated. Select the appropriate window that you need and click the left button.

5. A Capture window will pop-up. Click on “Capture Video” (Second icon from left).
6. This will start the video recording session. You can now give verbal feedback on your students’ papers. Speak clearly onto the microphone on your computer. Do ensure that there is no background noise whilst recording. The Session progress will be shown on the left top part of your screen.
7. You may end the session by selecting.
8. Should you wish to comment on a section or a paragraph in the student’s paper, you can pause the video. Move to the section which needs feedback, click on.
9. Select the resume button to continue giving feedback.
10. You could choose to highlight certain portions whilst commenting on the writing, if you wish to do so.
Verbal Feedback: What do I include/exclude?

Once you have familiarized yourself with the software, the next step would be to decide what you would like to focus on in the feedback.

- **Seek to build rapport with the student**
  Address students by name and make references to their previous TMAs or to a discussion that you have had with the student. Use the screencast as a tool to build the relationship with the student.

- **Present feedback in manageable chunks**
  Provide feedback throughout the essay so that it won’t be overwhelming towards the end. The annotations should be kept as simple as possible so that students who are likely to be reading the comments as they listen to the instructor’s voice do not feel they suffer from information overload. Instructors could also draw attention to relevant comments by using the curser in the screencast.

- **Provide elaborated feedback to enhance learning**
  Expand on your marginal comments in the students’ paper by explaining the other possible options that the student could have provided or by explaining how the gaps in knowledge could be addressed.

- **Minimize use of extensive error analysis**
  Avoid extensive analysis of language error so that students are not overwhelmed with teacher feedback. Focus on the content and correct the language errors only if it interferes with comprehension, for instance.

References


FACULTY APPRECIATION DINNER 2015
7 MAR 2015

From left to right: Yap Seng Wee, Faith Lee, Daniel Lee, Zhang Jianli, Kan See Mun, Krishnama Kalpana Selvaraj, Jeanette Ng, Prof Cheong Hee Kiat, Rajendra Archarya Udyavara, Timothy Chua, Reena, Neo Hwee Yang, Wong Nee Tat, Ong Woon Pheng
UniSIM Teaching Excellence Awards Winners 2015

Print Mag: Scan QR Code to view video
PDF Mag: Visit http://tlc.unisim.edu.sg/awards.html

Reminisce the Past, Embrace the Future
SIM University (UniSIM) hosted the 10th eLearning Forum Asia (eLFA2015) in collaboration with the Hong Kong-based eLearning Forum Asia (eLFA) from 17th to 19th June. The conference, organised around the theme “Innovations in education: Responding intelligently to diverse learning needs,” saw 410 delegates, 8 sponsors, and 7 exhibitors from 23 countries converging at SIM HQ’s newly opened Performing Arts Theatre.

During the 2-1/2 day conference, 9 invited speakers and 75 paper presenters shared their approaches to online learning and teaching. Sponsors also took the opportunity to present their forthcoming technological offerings and releases to the delegates during the Vendor Round Table tracks and User Group Meetings.

The papers presented were drawn from an initial pool of 144, which members of the eLFA2015 Academic Committee, comprising of faculty drawn from the Schools, UniSIM College, and the Teaching and Learning Centre, had reviewed and accepted for the conference. Delegates were able to access the abstracts, full papers, and PowerPoint presentations provided by the speakers through the conference web site, conference app and eLFA Conference Proceedings (ePUB), all of which were developed and designed by the technical executive (from Teaching and Learning Centre), mobile app development team (from Learning Systems and Applications) and multimedia designers (from Educational Technology and Production).
eLFA2015 is one of several events marking UniSIM’s 10th anniversary this year. Members of the eLFA2015 Working Committee, drawn from the Learning Services cluster’s Teaching & Learning Centre, Educational Technology and Production, and Learning Systems and Applications, have been working on the event, with advice from the eLFA2015 Organising Committee, ever since UniSIM clinched the bid to host the conference in May 2014.
I am so excited to say that eLFA 2015 has been a great success and a tribute to our nation during the SG50 celebrations!

It is very impressive to note how excellently and seamlessly the eLFA2015 Working Committee of UniSIM has organised this conference of scholars and professors who came from around the world to exchange ideas and strategies, for the future of the eLearning in Virtual Space.

The most significant aspects, which I find worth mentioning, are that each and every team member of the eLFA committee has been working tirelessly for months behind the scenes or in virtual space to ensure smooth delivery of this three-day programme, which took place without any hiccups. The coordination with the plenary speakers and paper presenters; inviting, screening and collation of conference materials; and developing the eLFA2015 Mobile App for real-time delivery of information to each and every delegate are some of the wonderful examples. The presence of young and charming ambassadors at every touch point with delegates added luxury to the convenience.

A stellar performance and excellent role model indeed, which can be adopted for future conferences and educational programmes in Singapore and the world!

There is so much convergence of ideas from the diverse range of presenters and technology providers for eLearning, which is rarely seen in any other similar forums. I am sure that everyone would have noticed that UniSIM is far ahead of its peers in implementing the learner-centric, industry specific, eLearning platform at the convenience of working adults and youths of Singapore.

Jayems Dhingra, Associate Faculty, Facilities and Events Management Programme, SST

The eLFA 2015 hosted by UniSIM was, first of all, superbly organised – the beautifully set up venue, the helpful student ambassadors, great food, excellent time-keeping, the conference bag, and the conference app. The 3-day conference operated like a well-oiled machine!

One conference attendee commented that Assoc Prof Wong Yue Kee’s keynote presentation on our iSG and what we were doing at UniSIM in terms of eLearning was most impressive. I particularly liked what Prof Perry Samson from the University of Michigan had to say about how he was able to measure student behaviour in class using some clever tools he developed.

There were a whole host of parallel sessions taking place over the three days and I was always pleasantly surprised by the healthy attendance level at each of these sessions. These sessions provided a good opportunity for us to get a feel for what other universities and institutions were doing about eLearning. Hopefully, this eLearning conference will spur many of us on to be innovative in the way we teach by taking advantage of the technology available so that our students benefit the most in their learning journey.

Eun-Young Yeo, Senior Lecturer, Psychology Programme, SASS
The eLFA2015 forum is an amazing international forum that brought together like-minded educators under one roof to share and learn from one another the good practices in e-learning strategies at their respective institutions! Besides being well-fed, literally, throughout the conference period, mentally we are also fed with a wide array of topics!

An interesting presentation came from a speaker from Ghana who shared the challenges in implementing e-learning policy in the country. Another speaker from Hong Kong also shared how his campus has geared up its infrastructure to make e-learning a seamless experience for the new generation of students.

Essentially, an important takeaway from this forum is that e-learning is more than just the hardware. The instructor plays a key role in bridging the availability of state-of-the-art technology and meeting the expectation of the new generation of students through a deliberate re-design of teaching pedagogy.

On a side note, an amazing feature of this conference is the eLFA2015 App that participants can download from App Store. Besides being an announcement platform, it enabled interactivity during the plenary sessions where user can post their questions to the speakers through the App! This conference is truly of international standard as many countries are well-represented in this conference, and this platform allows me to forge new network with educators from all over the world!

Dr Tony Halim, Associate Faculty, Business, Marketing, and Logistics Programmes, SBIZ

Educators do not just teach but our real mission is to inspire a passion for learning among our students. Student engagement is an important factor to achieving this goal. This was one of the messages I gathered from attending eLFA. Today’s students also seem to have less patience for long lectures and demanded more individualized attention. Educators need to recognise these changing characteristics and demands of our students and adapt our teaching pedagogy accordingly.

Just look around us and we will see that technology such as tablets and smart phones are so ubiquitous and such an integral part of our daily life that many of us are totally absorbed by them (just observe the number of people with their eyes glued to their phones in the MRT). What we could do is to harvest this particular aspect of technology and use it to engage our students in the classroom. However, not all educators have the technology know-how to adapt it into our teaching strategies.

This is why conferences such as eLFA are important as they provide the opportunity and platform for educators to learn about teaching and learning technology innovation from industry and service providers and for educators who have adopted technology innovation in their teaching pedagogy to share their experiences. Conferences such as eLFA offer the promise to be the conduit for educators to prepare for the 21st century classroom.

Ho Yan Yin, Associate Faculty, Psychology Programme, SASS
Combining Work-based and Workplace Learning
To Achieve Learning Outcomes
By Dr Helen Bound

What is the key difference between work-based and workplace learning? How can we use them in combination to achieve learning outcomes? What are some of the strategies that we can use to help us achieve these outcomes? Dr Helen Bound, Head of the Centre for Work and Learning at the Institute for Adult Learning shares some key insights on the topic.

Work-based and workplace learning are often used interchangeably. It is useful to distinguish between work-based and workplace learning because they serve different purposes, different masters and have different outcomes. The graphic below summarises the key difference between work-based and workplace learning.

Linked Institutional Classroom and Workplace Learning

Work-based learning has received growing interest in many countries for some decades now, particularly in higher education where it is a more recent development. We can turn to examples from these institutions, as well as the examples provided by apprenticeship and trainee arrangements, and the Vocational Education and Training (VET) in schools for further information on the development.

There are also factors for consideration when coming up with work-based learning strategies. These include having a strong regulatory framework for work-based learning, identifying the five models of work experience or work-based learning, partnerships with employers and linking institutional classroom learning with workplace learning.
Five Models of Work-Based Learning

<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
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<tbody>
<tr>
<td>Traditional</td>
<td>The purpose is to launch students into the world of work. It assumes learners are empty containers in which social interaction at work can be poured into.</td>
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<tr>
<td>Experiential</td>
<td>Putting in place partnerships between the educational institution and the firms, negotiating clear objectives, using pedagogic practices such as debriefing after the work-experience.</td>
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<tr>
<td>Generic</td>
<td>Planning a work experience placement and managing and evaluating the learning through the use of statements about ‘learning outcomes’ This approach requires learners to develop their own learning outcomes for the work experience.</td>
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<tr>
<td>Work Process</td>
<td>The focus is on learning about work process knowledge and develop ability to move across and engage with different contexts.</td>
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<tr>
<td>Connective</td>
<td>Requires curriculum that calls for learners to relate different forms of learning in context and to conceptualise their experiences in different ways. The role of the teacher is one where they pose problems to encourage learners to “analyse their experiences and arrive at a critical understanding of their reality” (Guile &amp; Griffiths, 2001, p. 125).</td>
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Internship is one way to link institutional classroom learning with workplace learning, an opportunity for students or trainees to apply what they have learnt in the classroom in the workplace. However, in order to facilitate and connect practical and theoretical learning successfully, we need to ensure that trainees are given opportunities to engage in work tasks and interact with knowledgeable others, and to recognise that the learning processes at work are different from the ones trainees may have been used to at school and training centres. In their study of interns involved in programmes with relatively intensive workplace learning, published in their book, “Working Knowledge: Work-based Learning and Education Reform,” Thomas Raymond Bailey, Katherine L. Hughes, and David Thornton Moore found that the dialectic between workplace and classroom experiences “can produce a powerful educational dynamic”. They also propose that any workplace learning programme in combination with classroom learning should ideally include cognitive growth, building practical skills and knowledge of careers, personal and social development, and opportunities for reflection.

Katherine L. Hughes, and David Thornton Moore found that the dialectic between workplace and classroom experiences “can produce a powerful educational dynamic”. They also propose that any workplace learning programme in combination with classroom learning should ideally include cognitive growth, building practical skills and knowledge of careers, personal and social development, and opportunities for reflection.

Strategies for Achieving Learning Outcomes

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The purpose or the intended learning outcomes will determine the strategies used for learning and for capturing learning and development. As an illustration, the learning-to-learn disposition is desirable for many different kinds of work in today’s world. It needs to be included in the learning outcomes and therefore, also be assessed. The strategies that would support the achievement of such a learning outcome could include dialogical inquiry, reflection, diary or journal. Below are just a short list of strategies that can be used, and how they can be used in different learning spaces.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TIPS ON HOW TO USE THE STRATEGIES</th>
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<tr>
<td>Setting challenges</td>
<td>• Stretch the team, give each individual and/or the team a challenge.</td>
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<tr>
<td></td>
<td>• This should be something that is a little out of their comfort zone but</td>
</tr>
<tr>
<td></td>
<td>within their ability to achieve it.</td>
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<tr>
<td></td>
<td>• Debrief and reflect on the process and on the completion of the challenge</td>
</tr>
<tr>
<td>Dialogical inquiry</td>
<td>• Develop learning to learn/metacognitive skills</td>
</tr>
<tr>
<td></td>
<td>• Develop ways of thinking and being in the specific profession</td>
</tr>
<tr>
<td>Individual learning plan</td>
<td>• To customise learning opportunities according to employee’s strengths</td>
</tr>
<tr>
<td></td>
<td>and workplace opportunities</td>
</tr>
<tr>
<td>Active noticing</td>
<td>• Guide the learner on what to notice, what is more and less important.</td>
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<tr>
<td></td>
<td>• Discuss what they see and explore what they are not yet seeing</td>
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<tr>
<td>Diaries/journals/photos/drawings</td>
<td>• Facilitates reflection process</td>
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<tr>
<td></td>
<td>• Can aid development of metacognitive skill</td>
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<tr>
<td></td>
<td>• Useful to aid retention and become a resource for the individual and</td>
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<td></td>
<td>team</td>
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It is important to keep the relationships between the institution, the employer, the learner active so that there is constant feedback loops for improvement of the partnership, as well as the curriculum (both at work and the educational institution). These include feedback for the teachers’ learning and teaching, as well as that for the learners’ own learning.

About the Author

Dr Helen Bound is the Head of the Centre for Work and Learning, a principal research fellow at the Institute for Adult Learning Singapore. Her research work focuses on learning across a wide variety of contexts, including workplace learning, e-learning, professional learning and learning through collaborative activity. She has published on a range of topics including professional learning and development of continuing education/vocational teachers, workplace learning, generic skills, dialogical enquiry in online learning and the development of research instruments.

Learn more about the latest research in work-based and workplace learning by international experts at the upcoming 9th International Conference on Researching Work and Learning (RWL9), organised by the Institute for Adult Learning, National Institute of Education (NIE) and SIM University.

Sign up for early bird registration now at RWL2015.COM!
The Institute for Adult Learning (IAL) is hosting the 9th International Conference on Researching Work and Learning (RWL9) on 9 — 11 December 2015 at School of the Arts Singapore, in partnership with the National Institute of Education (NIE) and SIM University (UniSIM).

The theme “Work and Learning in the Era of Globalisation: Challenges for the 21st Century” seeks to appraise established and emerging ideas about learning and work and their applicability to the needs of workers, workplaces and national economies.

Join experts from around the world including Professor David Guile, Professor Raewyn Connell and Associate Professor Lee Yew Jin, to exchange insights on how globalisation and technological developments is mediating the possibilities and experiences in learning for work, and generating different kinds of capacities that are required for work and workplaces.
The 1st National Technology-enabled Learning (TEL) Conference
Nanyang Technological University is lead organizer and host of the 1st National Technology Enabled Learning Conference on 16 and 17 November 2015. The theme of the conference is Shaping Future@Universities. This annual conference, which will showcase e-learning in higher education, will be hosted in turn by each of the six local universities. If you would like to attend the two-day event, please email tlc@unisim.edu.sg for complimentary passes. There are a limited number available on a first-come-first-serve basis.

9th International Conference on Research Work and Learning (RWL9)
SIM University is co-organising the 9th International Conference on Researching Work and Learning (RWL9) with the Institute for Adult Learning and National Institute of Education. The conference will be held from 9 to 11 December 2015 at School of the Arts (SOTA). The theme of the conference is “Work and Learning in the Era of Globalisation: Challenges for the 21st Century”, and more than 150 papers will be presented during the three-day event.

### UniSIM Academic Calendar
For July 2015 Semester

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<td>Self Revision</td>
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