Preparing future faculty through responsive professional development programs

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Centre for Development of Teaching and Learning (CDTL)
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New Faculty → Quick Starters

• Multiple roles
  • teaching, research and service
• Super human effort
• 5% → Quick Starters

• Boice 2000; Brent & Felder, 2012
Programmes for future faculty

**Postgraduate Students Series (PGS)**

**Teaching Assistants Programme (TAP)**
Postgraduate Students Series (PGS)
4 Key Pillars

**Relational**
- Supervisor-Supervisee Dynamics
- Networking
- Interpersonal Dynamics

**Intellectual**
- Preparing for Qualifying Exams & Final Thesis Defense
- Authoring/Publishing/Computational Tools
- Research Skills

**Self Management**
- Time Management
- Ethics and Plagiarism
- Dealing with Setbacks & Successes in Graduate School

**Employability**
- Writing and Communication Skills
- CV writing and Interview Skills
- First Year at Work

* Adapted from KU Leuven’s Competency Profile for Graduate Students (2012)
First thing first—Questions to ask

- Why am I doing this? Why do I choose to pursue my master’s/PhD?
- How did I make my decision to do this? What would I do to get it done? What does it take to pitch and do it well?
- What was I thinking then? How do I prepare my presentation? What are my strengths and weaknesses? What are my challenges?
- What are the career options? How can I develop my career?
- What are my strengths and weaknesses?
Underlying motivations

• beyond the formal curriculum, PG students need guidance relating to their studies along the RISE dimensions

• provide the resources to develop both informal and formal supportive networks and platforms (for successful mentoring)

• modeling/mentorship provided through explicit discussions about PG journey can go a long way towards developing a positive learning and induction culture
T & L Centre’s role

• a university level platform
• pedagogical expertise and specially-trained personnel
• provide a broad overview of academic practices
• provide informal support or network structure for students across the university
• instills a sense of community among students from across different disciplines
• allows students to network with peers from other parts of campus
Teaching Assistants Programme (TAP)
Core Programme

• Class Management Skills
• Handling Tutorials and Labs
• Leading Discussions and Seminars
• Presentation Skills
• Best Practices in Grading and Providing Feedback on Students’ Work
• The TA’s Role in an Online Learning Environment
• Conversation with Associate Provost
• Microteaching component
**Blended TAP**

**Microlectures**
Short video lectures or narrated presentations

**Active Learning**
Participants work in groups + Hands-on training + Peer learning + Learner response system

**In Video Quizzes**
Identification of interests/misconception

**Follow-up Review Session**
Active problem solving through in-depth hands-on training/discussion + Peer learning + specialised individual consultations

**Before class**

**In class**

**Follow-up**
Moving forward

Transform both programmes into student-led, collaborative initiatives in which faculty and students work as partners to create innovative, interactive, online content and engage in SoTL to enhance the programmes as authentic learning experiences.
Thank you

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https://www.facebook.com/ctdl.nus
http://blog.nus.edu.sg/cdtkdr/
Effective Oral Presentation Skills

- Overview
- Preparing a Successful Presentation
- Keeping your audience with you
- Delivering Confidently
- Giving Visually Enriched Presentations
- Share your ideas

Teaching Assistant’s Programme

Send SMS to 77577 elfa2015 question/comment

The TAs role in an online learning environment

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From your feedback

- Basic IVLE: 40%
- Video lectures: 50%
- Online discussion forums: 30%
- Online quizzes: 60%
- Real-time feedback: 40%
Strengths

• Efficient to adopt a blended use of both face-to-face teaching and online teaching platform
• To give students space and flexibility for learning
• Usage of more online resources
• To engage students
• To enhance the communication between students and TAs. Both TAs and students should learn the system, if not, it would increase the barrier between us.
• Prepares the students beforehand about the topic so that he can just concentrate on detailed information during face to face session in class
Challenges

• Boring for the TA to prepare video lecture, for example, the e-learning week, TA should record the video and talk solely without students below to respond.

• How do I ensure that good quality learning is achieved over the online platform since there is little visual feedback / 2 way interaction with students?

• How to maintain synergy in a virtual classroom with a huge class size?

• What should not be taught online?

• How often is online learning is used in classes? And what is the general feedback from students of this kind of study?
Challenges

- The feasibility and time taken to construct online learning assessments, and that whether these assessments are effective enough to provide a better learning experience to students.

- Proficiently using these e-platforms such as IVLE, emails, etc. is challenging.

- Online learning facilities are too diversified, and is inconvenient when switching between the varied channels.

- How far can this specific tool can be applied to various “non-scientific” studies where a direct mentoring and a physical presence may have benefits which cannot be covered by an online face-to-face tool?