

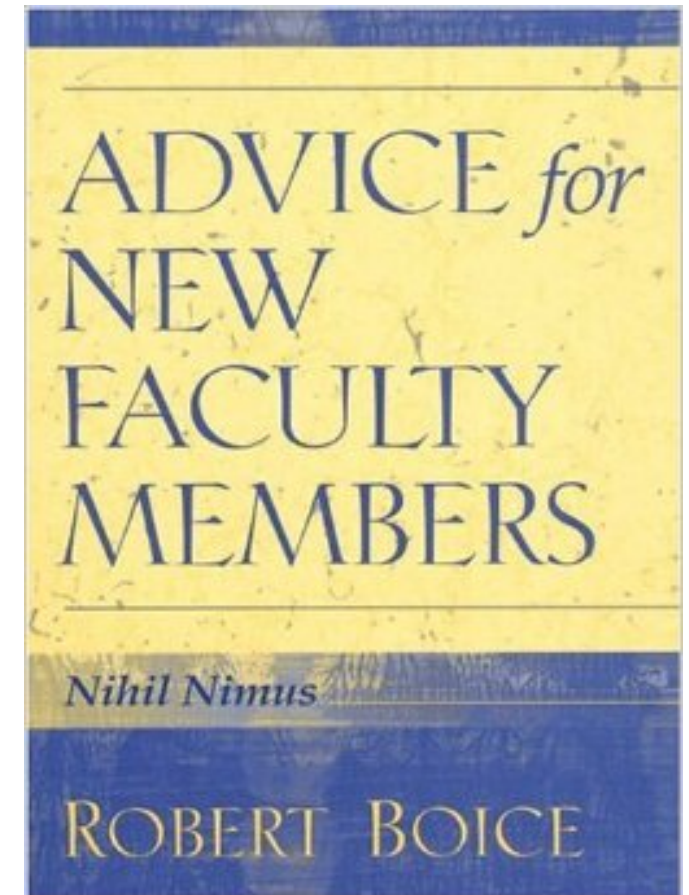
Preparing future faculty through responsive professional development programs

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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



* Adapted from KU Leuven's Competency Profile for Graduate Students (2012)

Kram's Mentoring Mosaic (MM)/Relationship Constellation (RC) model – Kram, 1983, 1985, 1998 and Kram & Higgins, 2008



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

Before class



Before class



In class

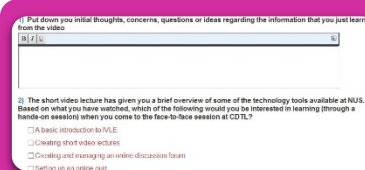


Follow-up



Microlectures

Short video lectures or narrated presentations



In Video Quizzes

Identification of interests/misconception



Active Learning

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



Follow-up Review Session

Active problem solving through in-depth hands-on training/discussion + Peer learning + specialised individual consultations

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

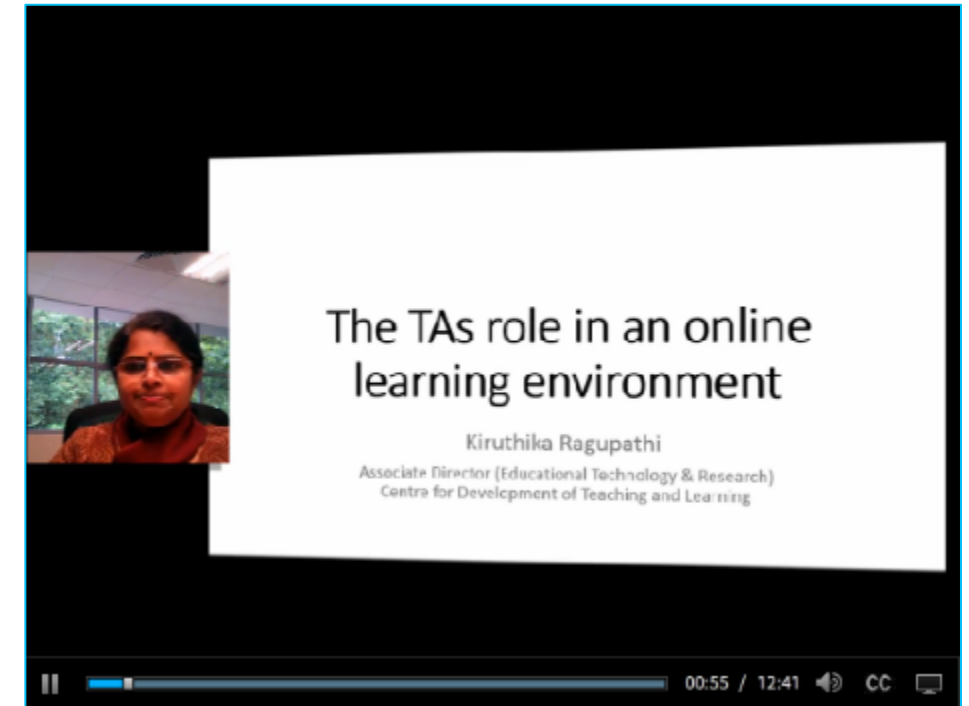
Thank you

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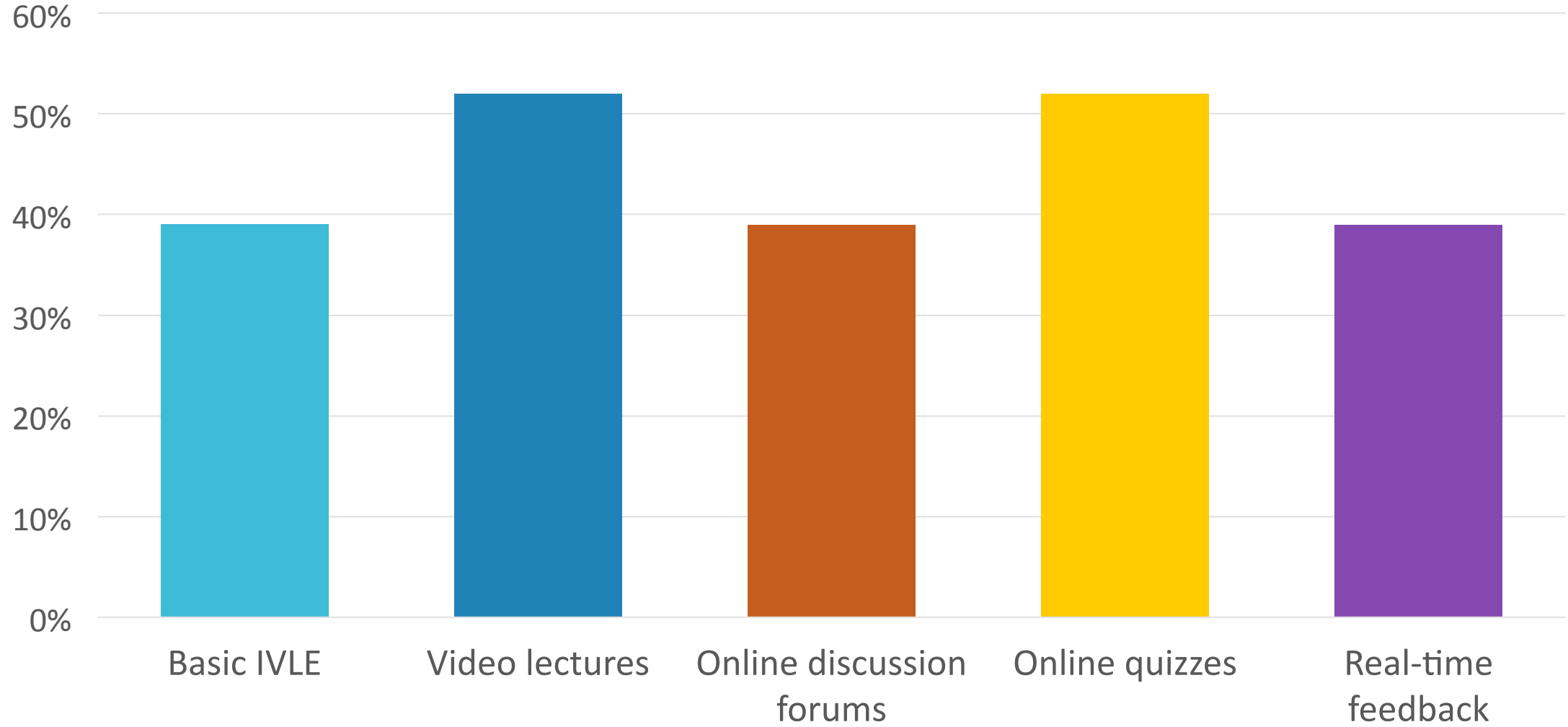


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From your feedback



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?