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Welcome to *A Year in Review* 2021, which highlights some key areas of focus, achievements and challenges faced by CDTL in the past year.

The end of 2021 marked almost two years of working under COVID-19’s impact. However, CDTL has successfully adapted our programmes and faculty support systems. As 2022 begins, we once again find ourselves planning for the future, but also reflecting on events of the past year.

2021 saw many new NUS teaching initiatives, such as the launch of interdisciplinary education colleges, [BL 2.0](#), and enhanced continuous quality improvement processes of teaching-learning programmes for our students and postgraduate trainees. We started a series of new faculty development programmes and consultancy services, an important part of CDTL’s alignment with NUS initiatives and our commitment to providing high quality professional development programmes and consulting service to the NUS teaching community. Enhancing our faculty development leveraging on blended learning was much of the focus as part of our strategy to mitigate COVID-19’s effects. Our online learning repository was revised to support the [TAP](#) which has incorporated new domains of learning for our TAs. This will also be used for training students who select the new [University Teaching Opportunities Programme (UTOP)](#). As part of CDTL’s support for faculty members involved in designing interdisciplinary learning modules, the first run of the [MDI](#) was launched in July 2021. Based on feedback from the first run, the programme was revised for MDI’s second round in December 2021. We hope to expand MDI beyond NUS as part of CDTL’s mission to be a globally renowned Centre that innovates and shares good faculty engagement practices with teaching and learning and in using technology and emerging media to create significant learning experiences.

As part of our services to the NUS teaching community, we also formed TEL-Evangelist teams with colleagues from the [CIT](#). The TEL-Evangelists actively supported faculty members to design and develop blended learning modules aligned to the BL 2.0 initiative. This meets CDTL’s mission of providing help to advance cutting edge, evidence-based, impactful teaching and learning practices that support the educational vision of NUS. CDTL also focussed on improving the quality and format of our journal [AJSOTL](#), as well as engaging key stakeholders to share their views on recent NUS policy changes through our Teaching Connections Podcasts.

Another significant contribution to NUS and international higher education is CDTL and the European Union Support to Higher Education in the ASEAN Region co-hosting the SHARE-NUS Seminar on “Ensuring Quality During Challenging Times” in November 2021. The seminar saw regional and international experts in higher education quality and qualification frameworks sharing their expertise. We hope that these seminar learnings will benefit NUS and Singapore higher education institutions to develop contemporary best practices aligned to regional and international benchmarks on ensuring quality in higher education training programmes.

We are also happy to see the CDTL team expanding, with A/P Seow Teck Keong, Dr Lee Li Neng, and Dr Verily Tan joining us. I am grateful to the CDTL team who worked tirelessly during the COVID-19 period, the NUS teaching community, and all other stakeholders who supported our activities throughout 2021. Due to an unexpected family matter which I need to focus on, I have handed over the CDTL Director’s torch to the very able and energetic A/P Soo Yuen Jien. I wish him well and hope to continue supporting him and the team in my new role as a Senior Advisor. Thank you.
Welcome to the 2021 edition of A Year in Review from the Centre for Development of Teaching and Learning.

As a “pure bred” AlumNUS¹, I am grateful to have the opportunity to serve the NUS community as CDTL’s new Director. Thinking back, it is fascinating to see how CDTL has influenced my journey at NUS as an educator. I received my first dose of formal teaching training by participating in the Centre’s TAP, and then deepened my training through the PDP-T. As a junior faculty member in the School of Computing (SOC), the occasional nods towards my teaching in the form of the Annual Teaching Excellence Awards (ATEA) gave me a much needed confidence boost. Induction into the NUS Teaching Academy (which shares the same building as CDTL!) has sparked the metamorphosis: from an inward-looking teacher who only focuses on preparing his modules to an outward-looking one who learns and adapts from colleagues of diverse disciplines.

If my experience is a “fair sampling” of the functions and opportunities provided by CDTL, it is safe to say that CDTL has excellent offerings. My predecessors (Huang Hoon, Laksh, Johan, and Dujeepa) and the CDTL team, with their expertise and experience, have exercised meticulous care in fine-tuning the Centre’s academic development and training programmes. My tasks ahead are thus “simple”. Instead of expanding CDTL’s repertoire of programmes, we will focus instead on scaling and contextualisation in the near term.

Specifically, we are going to collaborate with the NUS Faculties and Schools to a much deeper extent. Engaged colleagues in the Faculty and Schools, known as “CDTL Affiliates”, will be helping to scale up CDTL’s programmes to reach more colleagues and at the same time, bring much needed discipline-specific grounding to contextualise the programmes. At the same time, a CDTL specialist will be “attached” to each Faculty and School to further engage the NUS community on the ground. We hope that this deeper collaboration can result in better training and development, provide an arena for colleagues to increase their impact in education, and form a nexus for discovering and sharing new teaching and learning insights.

Wishing you a bountiful voyage ahead in 2022!

¹ I earned my BSc, MSc and PhD degrees in NUS.
at a glance

1 Signature Event

3 Programmes
4 Series
39 Sessions
203.5 Consultations

16 Teaching Connections Digests
6 Teaching Connections Podcasts
2 AJSoTL Issues

25 Teaching Enhancement Grants
14 Collaboration Projects

350+ Facebook/LinkedIn Followers
This year, CDTL and the European Union Support to Higher Education in the ASEAN Region (SHARE) Programme co-hosted the SHARE-NUS Seminar on “Ensuring Quality Through Challenging Times”. This hybrid Seminar was attended by higher education stakeholders across the ASEAN region and Europe to discuss scientific cooperation to overcome pandemic-related challenges, innovations by universities and external quality assurance agencies, and the post-pandemic outlook for teaching and learning as well as international collaboration. It was noted during some sessions about how the pandemic has brought the region closer together in cooperation, highlighting the need to foster cultural awareness, develop capacity, and invest in adequate allocation of resources to make international education exchanges sustainable.
Panelists weigh in on various issues related to quality assurance in higher education
From left: Mr Mervin BAKKER (University of Groningen, the Netherlands), Mr Ronny Heintze (AQAS), Professor Bernard Tan (NUS)

NUS President Professor Tan Eng Chye giving the Welcome Remarks on Day 1 of the SHARE-NUS Seminar.

Back row (from left): Dr Dujeepa Samarasekera, Dr Thorsten Clausing (German Embassy Singapore), and Mr Michael Hörig (DAAD).
Front row (from left): Professor Tan Eng Chye (NUS President), H. E. Dr. Iwona Piórko Bermig (Ambassador of the European Union to the Republic of Singapore)

SIGNATURE EVENT

“Ensuring Quality during Challenging Times”

A SHARE-NUS Seminar

Location: National University of Singapore, Ridge View Residence, Block G Level 3

Date: 22-23 November 2021
Time: 9:00am – 5:15pm (GMT+8)

The Module Design Institute (MDI) is a new signature programme launched in 2021 which supports NUS faculty in re-imagining their current modules or designing new modules to foster significant learning for their students. MDI’s design principles are grounded in the literature on module and syllabus design, educative assessment, the learning sciences, and student motivation. Three components make up our approach: (1) a taxonomy of significant learning; (2) concepts of backward design; and, (3) principles of inclusive education.

Participants spend 5 days over 3 weeks designing or substantially redesigning modules to promote significant, long-term learning. Participants explore learner-centred design principles in a large group setting and then work on their individual module designs in small, discipline- or pedagogy-focused learning groups (between 5–6 colleagues/group). Each group provides participants with opportunities for brainstorming, individualised feedback, and ongoing support. MDI asks participants to ponder this question, “What do you want your students to know 3–5 years after the module is over?” They go through an iterative, dynamic, and scholarly process of learning-focused module design. By the end of the MDI, participants will have designed a module that they love to teach, and one their students love to take.
The Professional Development Programme-Teaching (PDP-T) is offered to NUS early-career academics and provides a collegial environment to help new faculty explore and critically reflect on their teaching practice, in order to improve their students’ learning.

The biannual programme comprises two components: the PDP-T Core and the Seminar Series. The Core is a 3-day programme which focuses on helping participants become more familiar with teaching and learning processes. Both our January and July 2021 PDP-T Core cohorts were offered in a blended format in which participants completed pre-session activities (e.g., microlectures, infographics, audio podcasts, annotated presentations) before meeting for online group discussions. The Seminar Series for all cohorts also went online, and participants took part in faculty learning communities that culminated in the completion of a teaching statement. These sessions aim to integrate and develop concepts and ideas introduced during the Core into the participants’ teaching practice.
CDTL conducts the Teaching Assistants’ Programme (TAP), as part of the University’s commitment to teaching excellence and recognition of the important role TAs play in supporting higher education teaching. The TAP aims to enhance the TAs’ knowledge and skills in fostering active and deep learning. The 2-day programme focuses on planning and designing peer-to-peer learning that encourages active student engagement and participation during labs and tutorials to improve learning. Since 2020, TAP has been taught in an online synchronous mode using Zoom and with the modelling of online collaborative tools, such as Poll Everywhere, Padlet and Miro. The highlight of TAP is the micro-teaching sessions, whereby participants are required to plan and conduct a short lesson to their peers and thereafter, receive timely feedback from the programme leads as well as their peers.

05 runs
148 participants*

* unique participants
DESIGNING BLENDED LEARNING ENVIRONMENTS THAT ENGAGE STUDENTS

Blended Learning Course (BLC) aims to guide NUS colleagues through an evidence-based approach to design and develop blended learning modules that engage students. The course will be conducted in a fully online mode (both synchronous and asynchronous) over a period of eight weeks, utilizing collaborative learning practices within a problem-based format. By the end of the course, participants will develop a prototype of a unit in blended learning mode and present the prototype.

DEVELOPING A TEACHING PORTFOLIO

The teaching portfolio enables colleagues to document their achievements as academic teachers for reflection and growth. It is also key to the promotion process. The main goals of this series are for participants to reflect on their teaching and professional growth, examine what constitutes high-quality teaching, articulate their teaching philosophies, and explore how they can harness multiple sources of evidence to develop impact narratives that demonstrate growth as a teacher and good teaching practice.
EDUCATION GRANT WRITING

This series, taught in collaboration with colleagues from ALSET, focuses on guiding participants to prepare a formal education grant proposal for research into higher education. Participants are introduced to qualitative and quantitative research methodologies, formulating research questions, exploring current and relevant literature, and designing appropriate measures of students’ learning outcomes. This series supports colleagues in preparing for the Ministry of Education Tertiary Research Fund (MOE TRF) applications.

OPEN CONVERSATIONS

Open Conversations is a new initiative, started in 2020, prompted by a thirst for building a community amongst colleagues who had been working remotely from home since the pandemic. Each session focused on a particular topic, but were largely unstructured and allowed colleagues to learn from one another and build a sense of esprit de corps. It is a platform for NUS colleagues to have open exchange and discourse on various topics of essential and immediate concern.
CDTL offers Continuing Professional Development sessions to support a wide range of teaching and learning needs.

In 2021, CDTL continued with fully online sessions that include using Zoom and Microsoft Teams for online teaching, creating online teaching and learning resources using Microsoft Sway, designing assessments to minimise cheating, promoting deep learning through PeerWise, and Open Conversations.

* includes repeat participants
New Sessions

- Deep Learning Through PeerWise MCQ creation
- Maximising Student Engagement with Course Readings
- Creating Online Teaching and Learning Resources Using Microsoft Sway
- Designing Assessments to Minimise Cheating

On-going Sessions

- LumiNUS Clinic
- Open Conversations
- Developing Rubrics for Assessing Students’ Learning
- Microsoft Teams for Teaching Online
- Recording Online Lectures with Panopto
- Synchronous Online Activities to Promote Engagement
- The Power of Visuals: Designing Infographics for Poster Presentations
- Using Virtual Learning Spaces for Classroom Engagement
- Zoom for Online Teaching
In 2021, our academic developers (ADs) offered a total of 203.5 consultation hours. For the one-on-one and small group sessions, ADs provided feedback on course portfolios, teaching portfolios, and grant application proposals for those applying for promotion, module design, grants and other aspects of teaching and learning.
TEACHING ENHANCEMENT GRANTS

25 Grants Awarded

13 Learning Improvement Projects

12 Learning Community Projects
Learning Improvement Projects

1-Year Projects

**Design-driven Collaborative Platforms for Transdisciplinary Undergraduate Education: Facilitating Knowledge Exchange, Integration and Synthesis Through Curriculum Development**
LEE Jung-Joo & CHEW Jia Ying, Industrial Design
LOH Ai Poh, Electrical & Computer Engineering
LEE Li Neng, Psychology

**Developing Student Feedback Literacy in a Technology-Enhanced Learning Environment**
YUEN Pui Lam, Brenda, Centre for English Language Communication (CELC)

**Exploring the Use of Machine Learning as a Self-evaluation Tool to Enhance Teachers’ Critical Reflection of Student Feedback Comments**
CHER Pei Hua, Fernando Guerra BELLO, Duke-NUS
Mark GAN, CDTL

**Improving Student Learning Experience Through the Use of a Critical Digital Literacy Framework**
LEE Kit Mun & LUU Tran Huynh Loan, CELC

**Investigating the Implementation of Very Short Answers in the Learning and Assessment of Radiology in Undergraduate Medical Education**
Claire Ann CANNING, CHENG Tim-Ee, Lionel, & Vora Bimal Mayur Kumar, Duke-NUS

**Long-term Impact of Short-Term Overseas Study Trips: Implications for Higher Education Experiential Learning**
Kankana MUKHOPADHYAY, Lavanya BALACHANDRAN, TOH Tai Chong, WONG Soon Fen, TAN Xue Yun, Angie, Kevin McGAHAN, & TAN Lai Yong, College of Alice & Peter Tan (CAPT)
LAI Chiu Yun, Joelle, CAPT & Lee Kong Chian Natural History Museum
Reuben WONG, CAPT, Political Science & Global Relations Office

**Self-Reflection as a Teaching and Learning Tool in the Public Health Minor and Second Major Programmes: Perceptions of Students and Faculty (Phase I Study)**
LIM Boon Tar, Raymond, TENG Woon Chien, Cecilia, Andre Matthias MULLER, Julian AZFAR, & Suganthi D/O Narayanasamy, Saw Swee Hock School of Public Health (SSHSPH)

**Training Global Localists in an Audio-visual Translation (Avt) Classroom: Practice-oriented Curriculum Design, Student Progress Monitoring and Reflexive Learning Outcomes Assessment**
Bei HU, Chinese Studies

**The Use of Virtual Paediatric Patients to Teach Evaluation and Management of Respiratory Distress in Children**
KHOO Eng Tat, Engineering Design & Innovation Centre
Nicola NGIAM, Paediatrics

2-3 Year Projects

**Development and Evaluation of Blended Resilience and Education Training (BRET) Among Undergraduate Students: A Sequential Mixed Methods Design**
LAU Ying, LAU Siew Tiang, Lydia, Shefaly SHOREY, CHEW Han Shi, Jocelyn, & ANG Wei How, Darryl, Alice Lee Centre for Nursing Studies (ALCNS)

**Redefining Ophthalmology Undergraduate and Postgraduate Education Through Fundus Photography, Digital Images and Online Learning**
Clement TAN, Manotosh Ray, & Janice LAM, Ophthalmology

**Using Novel “Death Doula” Service Learning to Enhance Nursing Students’ Knowledge, Personal Reflection and Professional Comportment in Palliative and End-of-life Care:**
A Pilot Sequential Explanatory Mixed Methods Study
ZHANG Hui, WANG Wenru, & Laura Tham SCHMIDT, ALCNS
Learning Community Projects

A Relationship-Rich Environment at RC4
Facilitator: Lynette TAN Yuen Ling, Residential College 4 (RC4)
Co-facilitator: CHNG Huang Hoon, /RC4
Members: Peter PANG; Ali Kadri; Elizabeth ONG; Lyon LOH; Mustafa Izzudin; Navarun Varma; Naviyn Balakrishnan; Sekhar Kondepudi; Sreenivas Bellam; TAN Lai Yong

Motivating Resilient Learners
Facilitator: Rebecca Amelie WANIC, Psychology
Co-facilitator: Nina POWELL, Psychology
Members: CHER Pei Hua; Yuzuru HAMASAKI; Stuart DERBYSHIRE; Gretchen COFFMAN

Becoming a Reflective Educator
Facilitator: Nina POWELL, Psychology
Co-facilitator: Stuart DERBYSHIRE, Psychology
Members: Donna Maree BRUNERO; Robin LOON; Brian FARRELL; Rebekah WANIC; Andrew HUI; Russell LEE; TAN Yia Chin

Enhancing Learning Through Technology in Medical Education
Facilitator: CHER Pei Hua, Duke-NUS
Co-facilitator: Jason LEE Wen Yau, Duke-NUS
Members: A Fahmeeda Banu D/O Abdul Malik; Fernando BELLO; FOO Yang Yann; Grace SOW Tian Boon; LOH Swee Nam; Sarada Harichand Bulchand; FOO Lean Heong; FREEMAN Kirsty Jane; TEH Hsin Yee; Kelvin FOONG; LIM Li Zhen; Intekhab Islam; Mandi LEE

The Interoperable Curriculum for Exponential Teaching & Learning
Facilitator: Marina Jose KANETI, Lee Kuan Yew School of Public Policy (LKYSPP)
Co-facilitator: Taha Hameddudin, LKYSPP
Members: Kanti Bajpai; Benjamin CASHORE; Francesco MANCINI; Alfred WU; KHUONG Minh Vu; Sanjana Goswami; Adam LIU; Adrien BUSSY; Drew THOMPSON; Anubhav Gupta

Feminist Pedagogical Approaches for Critical Interdisciplinary Teaching & Learning
Facilitator: Kamalini Ramdas, Geography
Co-facilitator: Shobha Avadhani, Communications & New Media
Members: Robin LOON; Laetitia MONBEC; CHIN Chuan Fei; Antonia MONTEIRO; Nalini Puniamoorthy; Zoe JaneLara HILDON; Sheena RAMAZANU; ZHANG Chen, Will

Design-Your-Own-Module Learning Community (DYOM LC)
Facilitator: Andi Sudjana Putra, Dean's Office, FoE
Co-facilitator: Mr Alan SOONG, CDTL
Members: SEW Jyh Wee; CHONG Yuan Yi; NG Tao Tao, Magdeline; THAM Chuey Peng; Doreen TAN; LEE Kooi Cheng; SIM Zhian Elvyn; Muhammad Haizuruldin; POK Ruey Jye; Markus Alexander NG Shen Xi; Benjamin LAY Weijie; SEAH Zong Long

Framework for Effective Integrated Interdisciplinary Teaching
Facilitator: Zeehan Jaafar, Biological Sciences
Co-facilitator: Donna Maree BRUNERO, History
Members: Kamalini Ramdas; Jose Christopher MENDOZA; Mohammed Effendy B Abdul Hamid; Hanny KUSNADI; WONG Lynn Wei; Dennis; Linda SELLOU

Teaching and Learning in the After Times
Facilitator: Greg TUCKER-KELLOG, Biological Sciences
Co-facilitator: Nalini Puniamoorthy, Biological Sciences
Members: Roman CARRASCO; Antónia MONTIERO; LING Shuo Chien; Ira AGRAWAL; LEE Kan Ting Marcus; Ah-Jung JEON

Interdisciplinary Learning for Undergraduates in the Faculty of Engineering & the School of Design and Environment
Facilitator: DU Hongjian, Civil & Environmental Engineering
Co-facilitators: Stephen TAY, Building; YEOH Ker Wei, Justin, Civil & Environmental Engineering
Members: WANG Qian; Alexander LIN; GOH Yang Miang; TAY Xin Yi Mavian; GENG Guoqing; Paul ONG; YAN Siyang

Designing Quality Massive Open Online Courses (MOOCs)
Facilitator: Andre Matthias MULLER, SSHSPH
Co-facilitator: Raymond LIM, SSHSPH
Members: Alan SOONG/CDTL; Rafi RASHID; Olivier Patrick LEFEBVRE; Hafizah Osman; Clayton MILLER; Narayanan Shyam; Thirugnanasambhandan Dhaneshan; Lohshshini Sethu Pathy
**Teaching Connections** continues to grow from strength to strength as an online platform for educators, students, and academic administrators in NUS and beyond. The blog also includes specialist guides and resources relevant to the NUS teaching and learning context, as well as submissions by faculty from other universities in Southeast Asia and international institutions.

We have published 16 Digests thus far, with contributions from colleagues reflecting on the teaching and learning strategies they adopted to address the impact of COVID-19 on higher education. In April 2021, CDTL launched the Teaching Connections Podcasts, which features faculty colleagues and guest speakers discussing the key teaching and learning issues of the day. Thus far, the podcasts have covered conversations on interdisciplinary learning, enhancements to the NUS General Education (GE) curriculum, and developments in NUS continuing education and lifelong learning.
The first 2021 issue of the *Asian Journal of the Scholarship of Teaching and Learning (AJSoTL)*, focussed on the different roles of reflection on teaching and learning for educators, particularly in relation to the scholarship of teaching and learning (SoTL). Meanwhile, the papers in Volume 10, Issue 2 highlight the authors’ efforts to maintain fidelity in their teaching practice and to strengthen student learning through the skilful deployment of technology in education and thoughtful pedagogical applications.
The 80-hour fully online course builds on open and collaborative learning practices and explores how a problem-based learning format can be utilized in an online learning environment. The course aims to develop a community of university teachers to enhance understanding of what personal learning networks and environments can mean and how these can be built.

More information: [https://www.opennetworkedlearning.se/](https://www.opennetworkedlearning.se/)

**02 runs | 24 participants * **

In Sept and Oct 2021, CDTL collaborated with colleagues from SCALE to offer a customised version of the BLC to job holders whose responsibilities are to design and develop training and professional development courses for their respective organisations. The participants of the customised BLC comprised learners from the Building and Construction Authority (BCA) and the Civil Aviation Authority of Singapore (CAAS).

**01 run | 20 participants * **

**ONLINE NETWORKED LEARNING (ONL)**

The 80-hour fully online course builds on open and collaborative learning practices and explores how a problem-based learning format can be utilized in an online learning environment. The course aims to develop a community of university teachers to enhance understanding of what personal learning networks and environments can mean and how these can be built.

More information: [https://www.opennetworkedlearning.se/](https://www.opennetworkedlearning.se/)

**SOCIAL MEDIA PLATFORMS**

**350+ FOLLOWERS**

* unique participants
CDTL’s academic developers have been actively collaborating with colleagues in CDTL as well as from other departments and beyond NUS, whether as co-applicants for research grants or as co-investigators in module/programme development as well as teaching and learning inquiry projects.

- Module/Programme Development
- Teaching/Learning Inquiry
- Other Teaching and Learning Initiatives
This initiative was developed to support our teaching-learning activities as we continue to leverage on online or hybrid learning to help improve student learning outcomes.

Blended Learning 2.0 @NUS aims to provide an opportunity to design/redesign modules and courses through the flexible and meaningful integration of face-to-face teaching with online learning; and engage students to integrate and deepen their knowledge base through both face-to-face and online instructions.

**TeL-Evangelists (pictured)**
- Alan Soong, CDTL
- Mark Gan, CDTL
- Verily Tan, CDTL
- Charina Ong, CDTL
- Ho Wanyun, CIT
- Kenneth Pinto, CIT
- Eka Buntoro, CIT
- Daris Tan, CIT
- Tan Teong Jin, CIT
- Sandeep Singh, CIT

**SMALL PRIVATE ONLINE COURSE (SPOC)**
Developed one module on SPOC: Developing Teaching Portfolio
- Lee Kooi Cheng, CELC
- Mark Gan, CDTL

**37 BL2.0 MODULES**
Teaching/Learning Inquiry

Advancing Interdisciplinary Education in Singapore
Kiruthika RAGUPATHI, CDTL
LOY Hui Chieh, Philosophy, FASS
Adrian LEE, CDTL

Exploring the Use of Machine Learning as a Self-evaluation Tool to Enhance Teachers’ Critical Reflection of Student Feedback Comments
CHER Pei Hua, Duke-NUS
Fernando Guerra BELLO, Duke-NUS
Mark GAN, CDTL

How Do Experts Diagnose Dental Radiographs? A Mouse Tracking and Think-aloud Study
LIM Li Zhen, Dentistry
FONG Chun Ning, Dentistry
Joey Jia Yi LEE, Dentistry
CHER Pei Hua, Duke-NUS
Peggy LEE, School of Dentistry, University of Washington
Mark GAN, CDTL

Investigating Academic Development Practices During Times of Uncertainty and Crisis
Kiruthika RAGUPATHI, CDTL
LEE Kooi Cheng, CELC

Investigating the Impact of the Students’ Experience at NUS and at University Town Residential Colleges: A Longitudinal Study
Adrian LEE, CDTL
Kiruthika RAGUPATHI, CDTL

Qualitative Research for Therapeutic Rainforest Programme
TAN Yuen Ling Lynette, RC4
Alexandre BIOTTEAU, ALSET
Mark GAN, CDTL

A Qualitative Study to Identify Meaningful Peer Relationships Among Undergraduate Students Who Are In Peer Support Networks
Claire HAMSHIRE, Manchester Metropolitan University
Mimi BENJAMIN, Indiana University of Pennsylvania
Alan SOONG, CDTL

Re-examining Conditions for Meaningful Learning
Kiruthika RAGUPATHI, CDTL
Katherine TROYER, Trinity University, USA
Breana BAYRAKTAR, Northern Virginia Community College, USA

Other Teaching & Learning Initiatives

Customised LACE-DERC * Workshop for NUS Faculty
Kevin HARTMAN, ALSET
Adrian LEE, CDTL
Mark GAN, CDTL

Set Up of Self-recording Studio in CDTL
Ravi CHANDRAN, CIT
Pansy KOK, CDTL
Charina ONG, CDTL
LIEW Shin Dee, CDTL
Mark GAN, CDTL

University Teaching Awards Portal (UTAP)
Sam KOH, NUS IT
CHENG Xiaoyi, NUS IT
CHUA See Siew, NUS IT
TIAN Yingjiang, NUS IT
Pansy KOK, CDTL
Mark GAN, CDTL

*Learning Analytics Committee on Ethics (LACE)-Departmental Ethics Review Committee (DERC)
Publications & Conference Presentations by CDTL Academic Developers


Thank you
Academic development in higher education is an ongoing, complex and significant undertaking which involves passionate and dedicated individuals, contributing their time and effort in helping others to teach and learn better.

At CDTL, we are very fortunate to have the privilege of working with very talented and inspiring colleagues, who themselves are accomplished academics. We are humbled by your generosity and willingness to share your expertise and experiences with your peers and the wider NUS community.

We would like to express our heartfelt appreciation to the following colleagues for their invaluable contributions to CDTL, and to wish them all the best in their future endeavours:

- Assoc Professor Johan GEERTSEMA (Director)
- Assoc Professor Adrian LEE (Deputy Director)
- Assoc Professor LEE Kooi Cheng (Deputy Director)
- Ms Jeanette CHoy (Senior Education Specialist)

We would also like to take this opportunity to welcome the following colleagues who have joined the CDTL team:

- Assoc Professor SEOW Teck Keong
- Assoc Professor Aaron DANNER
- Dr LEE Li Neng
- Dr Verily TAN
In 2022, a key focus will be on approaches to blended learning and ways to support interdisciplinary teaching and learning at NUS. We will also be launching the “CDTL Affiliates” initiative to further engage with different NUS communities, a way of building ground support by appointing and engaging colleagues in various Faculties/Schools as CDTL affiliates. These colleagues can bridge the needs of the local teaching community and help in contextualising some of CDTL’s programmes and workshops.

In addition, we are looking into re-conceptualising some of our existing programmes, such as the Teaching Assistants Programme (TAP) and the series “Developing a Teaching Portfolio”. The Higher Education Campus Conference (HECC) will also be back in 2022, an opportunity for colleagues to discuss and share their teaching and learning practices, as well as engage in conversations on critical as well as emerging issues concerning teaching, learning, and research in higher education.
CDTL wishes you a fresh start with renewed energy and confidence throughout the New Year.