

# Academy Matters

A Publication of the NUS Teaching Academy

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## Message from the Chair

The NUS Teaching Academy is now in its fifth year. And so far, it has been a very productive year indeed, with Fellows actively taking the lead in driving a number of projects that are expected to have significant impact on major components of NUS's educational system.

Following an extended period of engagement with stakeholders on campus, we submitted our recommendations for reform of the student feedback and peer review systems. With the university's approval, we have moved into the implementation stage. The revised Online Peer Review System took effect on 1 August 2013. (More information is available in the Staff Portal.) The revised Student Feedback system will be announced soon.

In recent months, NUSTA's subcommittee on the Teaching Track, composed of both Fellows and non-Fellows, has been gaining momentum in attempting to identify the main issues surrounding this complex and often controversial appointment track. Going forward, the subcommittee's focus will be to consolidate its ideas, identify international best practices, and develop recommendations for improving the prospects for NUS's Teaching Track faculty.

Having now published eight well-received issues, the editorial board of JNUSTA will be focusing on the challenge of raising the quality and



**Assoc Prof Kenneth Paul Tan**  
*Chair, NUS Teaching Academy*  
*Lee Kuan Yew School of Public Policy*

heightening the impact of this peer reviewed quarterly online educational journal, which is at the heart of NUSTA's efforts to promote the scholarship of teaching and learning.

Our Masterclass Speaker Series is aimed at promoting campus-wide interest in the serious study of educational matters. We plan to host our second Masterclass Speaker in the coming academic year.

In April this year, five new Fellows were inducted into the Academy. Of the eight Fellows whose three-year term had come to an end, five were re-elected and three chose to step down. There are now 37 Fellows in total. Over the years, several of them have served as members of university-level committees and taskforces working

on new education initiatives and reviewing existing processes. They have provided input to key university review committees and acted as advisors to university management on education matters. They function as ambassadors and connectors linking the university's senior management, the Centre for Development of Teaching and Learning (CDTL), and faculty colleagues; and often also between the university and other external partners. They have also engaged actively in, and promoted, education research. Every month, Fellows meet formally to discuss educational issues, innovations, values, and trends that will have a bearing on academic policy, systems, practices, and culture at NUS.

All these activities, among others, are positive indications that the Teaching Academy has been able to provide strategic thinking on the direction of teaching and learning at NUS. Over the years, the Academy has gained recognition within the NUS community and, through its ongoing outreach efforts, will aim to become an integral part of this community. Eventually, the Academy hopes to contribute to the educational landscape beyond the University. For us to grow and make more significant contributions, we will have to focus on building our own capacity and collaborating with talented and passionate faculty colleagues at NUS and beyond.

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*University Awards 2013 – Induction of new NUS Teaching Academy Fellows.*

**Back row, L to R:** Dr Heng Cheng Suang, Dr Stephen Lim Wee Hun, Dr Damith C. Rajapakse, A/P Ravi Chandran s/o Thiagaraj, A/P Willie Tan Chee Keong  
**Front row, L to R:** A/P Laksh Samavedham, A/P Johan Geertsema, Prof Tan Chorh Chuan (President), Mr Wong Ngit Liong (Chairman, NUS Board of Trustees), Prof Tan Eng Chye (Deputy President, Academic Affairs and Provost), A/P Kenneth Paul Tan, A/P Victor Tan, Prof Bernard Tan Cheng Yian (Vice Provost, Education)

## CONGRATULATIONS

- Prof Goh Say Song on his promotion to full Professor and on his appointment as Vice Dean (Outreach & Admissions), Faculty of Science (effective 1 Jul 2013)
- Assoc Prof Lo Mun Hou on his promotion to Associate Professor and on his appointment as Deputy Director (Academic Matters), University Scholars Programme (effective 1 Jul 2013)
- A/P Willie Tan Chee Keong on his appointment as Head of Department, School of Design and Environment (effective 1 Jul 2013)
- Dr Stephen Lim Wee Hun on his appointment as Assistant Dean (Undergraduate Studies – Office of Programme), Faculty of Arts and Social Sciences (effective 1 Jul 2013)
- A/P Johan Geertsema on his appointment as Deputy Director of CDTL (effective 1 Sep 2013)

## editorial information

Advisors Kenneth Paul Tan, Lakshminarayanan Samavedham

Editors Yong Bee Choon, Vickneswari Savarimuthu

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Professor **Tan Eng Chye**  
*Deputy President (Academic Affairs) and Provost*

**W**hat an eventful and productive year it has been for the NUS Teaching Academy!

As a learning institution committed to providing our students with high quality university experiences, we need to pursue continuous and meaningful enhancements to our processes. I am thus heartened to see that both the Peer Review and the Student Feedback projects that were initiated by the Academy have moved towards implementation. Taking the approach of enhancing quality while remaining suitably flexible, Academy Fellows carefully discussed various policy options and consulted extensively with different stakeholders in the NUS community to come up with several compelling recommendations. I thank all those involved in these projects and urge them to continue reflecting on how we can be even better in the years to come.

Academy Fellows have also been kept busy with helping the NUS community rethink the Teaching Track. Colleagues on the Teaching Track have the potential to lead the way in research-led teaching and research-like teaching, and in so doing play a vital role in the University's efforts to achieve greater synergies between education and research. They can also help us gain deeper insights on student learning, which will enable NUS to remain at the forefront of education and educational innovation. Teaching Track

colleagues are valued members of the NUS community, and it is important that we create a pathway that facilitates their career development as they help NUS achieve its mission. Academy Fellows have been working hard to study the best practices of other universities and conduct dialogues on campus on this topic. I certainly look forward to receiving their recommendations very soon.

We are experiencing significant changes in higher education, triggered by the rapid commoditization of content and the ease with which the content can be accessed and moved around through multiple media. These changes are going to pose enormous challenges to the way we teach and learn on campus (and increasingly, off campus). To confront these and other emerging challenges, it might be good for the Teaching Academy to consider the fundamental question of what forms, modes, and practices constitute excellent teaching and educational scholarship at NUS. What the Academy comes up with may help us to formulate a clearer set of yardsticks to facilitate the career advancement of NUS faculty members. Beyond that, their recommendations may also help consolidate our position among the top educational institutions in the world.

I wish the Academy every success as it steps into its 5th year and urge every one of us to give them our fullest support.



# IMPLEMENTATION SPOTLIGHT

## REVAMP OF THE ONLINE STUDENT FEEDBACK SYSTEM

At NUS, as at most institutions of higher learning, student feedback on teaching is important for several reasons:

1. It enables the teachers to refine their teaching practices and course content to provide students with better learning experiences.
2. It sends a clear message to the NUS community that high quality teaching matters, and is expected.
3. It also provides an important piece of evidence about teaching effectiveness for purposes such as P&T, Teaching Awards and career progression.

With this in mind, the Student Feedback subcommittee of the NUS Teaching Academy spent many hours researching and debating on ways to improve the student feedback system at NUS. The proposed changes were discussed at different levels and at various forums within NUS. Following these extensive consultations, a final set of recommendations was made to the Office of the Provost. Many of those recommendations were approved by PVO earlier this year.

A Student Feedback implementation team comprising Teaching Academy Fellows, CDTL staff and Computer Centre staff was set up to look into the implementation phase of the new student feedback system.

### **Implementation Team:**

A/P Ravi Chandran s/o Thiagaraj, Dept of Strategy & Policy (NUS TA)  
Dr Damith Rajapakse, Dept of Computer Science (NUS TA)  
A/P Yap Von Bing, Dept of Statistics & Applied Probability (NUS TA)  
A/P Laksh Samavedham, Dept of Chemical and Biomolecular Engineering (CDTL)  
Ms Kiruthika Ragupathi (CDTL)  
Mr Yow Chea Keng (Computer Centre)  
Ms Yong Bee Choon (NUS TA Secretariat)

The first phase of the new system is being implemented currently and will be ready for use anytime from end September 2013. Three major aspects have been implemented in this first phase.

1. Creating an efficient and streamlined user interface system for the students to provide their anonymous end of semester feedback.
2. Creating a student feedback report for faculty members so as to improve its interpretability.
3. Reducing the number of mandatory questions to 3; this frees up “space” for Departments/Schools/Faculties to propose up to 3 department-specific questions which in their opinion best describes the graduate attributes (skills, attitudes and abilities) and learning experiences they aim to provide their students.

NUS Departments have responded enthusiastically to this and have provided department-specific questions. We appreciate everyone’s support to this endeavour.



# IMPLEMENTATION SPOTLIGHT

## ONLINE PEER REVIEW SYSTEM

NUS prides itself in its mutually reinforcing missions of transformative education for its students, high-impact research for the betterment of society and dedicated service that adds to social, economic and national development. As part of quality enhancement of teaching at NUS, the peer review of teaching has been in place for quite some time now. While it has served its purpose well, the Teaching Academy took upon itself the task of assessing the existing peer review practices with a view to making it more useful for faculty members and encourage reflective practice.

In view of this, a sub-committee was formed under the Teaching Academy to re-assess the peer review practices at NUS. The sub-committee, after several rounds of deliberations and interviews with many relevant parties, submitted a detailed report to PVO which included several recommendations to enhance the value of the peer review reports to the reviewees. Similar to the Student Feedback, the Peer Review subcommittee's recommendations were also discussed at different levels and at various forums. The Office of the Provost accepted the recommendations and proposed a multi-phase implementation plan.

A subcommittee (Peer Review Implementation subcommittee) comprising Fellows of the NUS Teaching Academy, CDTL staff and Computer Centre staff was set up to guide the implementation phase.

### **Implementation Team:**

Prof Farooq Shamsuzzaman, Dept of Chemical and Biomolecular Engineering (NUS TA)

A/P Victor Tan, Dept of Mathematics (NUS TA)

A/P Laksh Samavedham, Dept of Chemical and Biomolecular Engineering (CDTL)

Ms Kiruthika Ragupathi (CDTL)

Mr Giam Kok Leng (Computer Centre)

Ms Yong Bee Choon (NUS TA Secretariat)

Some of the recommendations implemented in phase 1 include:

1. Removing the emphasis on quantitative scores and encouraging the reviewers to provide substantive and evidence-based qualitative comments that are likely to promote reflective practices and continuous improvement.
2. Enhancing Department and Faculty ownership – Heads of Departments and Faculty/School Deans will endorse the peer review reports that are completed independently by the peer reviewers.
3. Developing an Online Peer Review System similar to other online systems at NUS.

We are pleased to announce that a revised Online Peer Review System has been implemented with effect from 1 August 2013. For more detailed information about this system, please access the NUS Staff Portal.



# NEW FELLOWS SPEAK...



## **Pedagogy and Technology: Balancing Student-centric Learning with “Teacher-centric Teaching”**

**Dr Stephen Lim Wee Hun**  
Department of Psychology

Technology can be used to create student-centric learning in diverse ways. For instance, social media platforms and interactive simulations can support the teaching of inductive versus deductive thinking, and online games can facilitate self-directed learning. Yet, there is a need to balance student-centric learning with “teacher-centric teaching”, because both aspects contribute to the student learning process. Specifically, while technology develops apace, that teachers might persist to favour traditional teaching modes and styles is an issue that I think should be addressed with care. This is because teaching performances, and therefore learning outcomes, can be compromised if these modes and styles were compelled to evolve prematurely.

Personally, I have gained tremendously from the use of technology in my pedagogy. I now routinely create new computerized experiments and simulations for demonstration purposes in all my modules, so that students can visualize and appreciate the psychological concepts that were being taught to them. Moving forward, I am eager to inquire into and discuss the apprehensions that fellow colleagues might have as a technology-based teaching and learning culture rapidly emerges around them, and how any dissonance between (non-)preferred modes of teaching versus learning in this context might be resolved, in order to promote a technology-enhanced education system at the NUS that ultimately rewards both students and teachers in practical, potent, and purposeful ways.



## **Ill-fated abstractions**

**A/P Willie Tan Chee Keong**  
Department of Building

It has been a long puzzle why I am often awake while I am supposed to be sleeping, and (half-) asleep when I am supposed to be awake. I am healthy, and I don't lose sleep over worries or problems. But I “lose” sleep thinking about scientific problems. Because thinking hard is not something the human brain likes to do (watching Batman or football beats it hands down), it is easy to lose precious sleep over it.

But I am not a workaholic either. I don't do unnecessary work, nor do I prioritize work above many things. But why think about scientific problems, of all things, when you hit the pillow? I figure out it is probably the joy of discovery, and the persistence that comes with it.

Shall I, then, expect my students to do the same? As far as I know, losing sleep thinking about scientific problems is not a valid teaching method. Yet many experts think about problems over and over again, mentally testing different solutions, and often unsuccessful in finding

the elusive answer. The danger here is that we may expect students to have the same passion and thinking skills, and become disappointed when they just don't understand that brilliant lecture of ours (actually yours, because I can't recall having delivered sparkling lectures). Hence, it is good to periodically remind ourselves that we have spent many years developing expertise as well as accumulating background knowledge, and we should not expect students to think like us in a semester, let alone in a two-hour examination. I have seen examination papers that require students to “critically evaluate” a statement or tackle “creative” questions. I doubt students are able to do so under examination conditions. When we abstract, we understand the nature of the abstraction. Students are likely to learn concepts in varying degrees, and unless they have the experience (i.e. background knowledge) or have gone through many different examples to understand the essence of problems, I doubt real learning takes place. Hence, it is not surprising to hear, along academic corridors, the lament that many students do not know the basics, or have forgotten most of them. Maybe this is really where I should lose my sleep.

## Philosophy of Education

**Dr Heng Cheng Suang**

Department of Information Systems



A friend once asked, “Are you threatened by students who are smarter than you?”

I replied emphatically, “Of course not, I even long that students surpass their teachers some day!”

He looked at me in bewilderment!

Let me explain. Many of us would have fond memories of those fascinating martial arts films, dramas or books. The old martial arts master always fascinates, and to maintain his invincibility and formidability, he only imparts about 90% of his skills to his disciples, in fear of them defeating him in the future. Guess what, if every next generation only knows a subset of what the previous generation knows, the world will regress rather than progress. This calls for more apprehension and worry. Hence, I have always held on to the belief that the highest achievement and satisfaction in education is that one day, the students we taught finally surpass us! This is the ultimate as knowledge is not only imparted, but also mastered and eventually transcended!

Unfortunately, at times, some teachers may be too eager to impress or inform. They may feel compelled

to exhibit their vast reservoir of knowledge. In an attempt to do so, they may make a concept appears too profound and difficult, hence unwittingly diminishing the passion of many eager students. This often backfires as students become daunted and uninterested in the subject. In order to excite them, the articulation of complicated concepts in comprehensible language and illustration is often necessary. Conveying a complex concept simply is both an art and a challenge. One should never worry about students undermining your wisdom.

As teachers, we often learn from other teachers – be it their wisdom, experience or advice. What is less common, but should be advocated and encouraged is: we also have much to learn from our students – be it their perspectives, opinions or ideals. Indeed, the line between teachers and students may at times blur. As we humble ourselves, I do believe that everyone does have something to teach one another and learn from one another. As teachers, let’s be exemplary and learn actively and passionately, from those older as well as those younger.

We should rejoice when every generation gets smarter and better than the previous!

## My wish for the Academy

**Dr Damith C. Rajapakse**

Department of Computer Science



Given that the Academy brings together many dedicated educators drawn from all faculties of NUS, I think it can be, among other things, an effective and sincere medium among the NUS community for communicating the education policies as formulated by the university administration and ground realities and aspirations as expressed by students and teachers.





## Providing a Nurturing Environment

A/P Ravi Chandran s/o Thiagaraj  
Department of Strategy & Policy

Of late, I have been trying to take on a more nurturing role, especially in relation to undergraduate students. To this day, I recall a comment in a term paper I submitted as an undergraduate student more than 20 years ago. The professor in charge had commented that I had a very clear writing style and in my field that was very important. The professor was probably just being nice, but that positive comment has stuck with me till today motivating me in all the written work I do.

As my classes are big, the assignments and projects tend to be group-based and hence it is difficult to give individualized comments. However, I do try to give individualized comments in relation to class participation. The class participation component in some courses amounts to 20% and in others it amounts to 30% of the final grade.

I try to encourage the students in many ways. For instance, if a student raises a good comment or question I would immediately praise him. Yet, if a student gives a wrong answer, I would not put him down or humiliate him in front of the whole class. Instead, I might say, "I am glad you raised that point. It is a common misconception that....". In this way, students are not discouraged from trying. In addition, where a student who has not contributed much tries to say something, I would pay extra attention, for instance, by walking closer to him to encourage him further.

Besides making such verbal and physical responses in class, I also send written feedback to students via email. I do this a couple of weeks into the semester to all students in my class, individually. Thereafter, I email students as and when there are specific developments in their participation. The responses I have gotten from students for this has been very encouraging. It appears that many students have never received any feedback about class participation. For good students, this acts as a further encouragement. For

weak students, by even noticing the slightest contribution and encouraging them, they too become more motivated. In the long term, if students really become more confident of speaking up because of what transpired in my modules, I think that would be more meaningful to them and to me, as compared to scoring an A+ for my modules.

Here are some comments taken from students' emails and feedback:

"Thank you so much for your encouragement. I really appreciate it. I really need the extra confidence to speak in class".

"Thank you for your feedback regarding class participation. It is reassuring and gives me confidence that my attempts to contribute to class learning have not gone unnoticed".

"I sincerely appreciate your feedback sir. In my two years here as a student, I have never had a professor, doctor or teaching assistant giving me valuable feedback. I really value your feedback".

"I would just like to say a big thank you for giving me personal feedback. This is the first time in my 3 years in NUS where I encountered....a tutor who gave individual feedback with regards to class participation".

"I have learnt to be daring to speak up and not afraid of making mistakes with professor's encouragement".

"He encouraged me to speak more. So I did, and now I am different and more confident. Really thankful".

The Journal of the NUS Teaching Academy (JNUSTA) is now in its second year of publication. Since our last report, 5 more issues of JNUSTA have been published online – August 2012, November 2012, February 2013, May 2013 and August 2013. Three discussion topics – “Balancing teaching and research in research intensive environments”, “MOOCS” and “Experiential service learning in tertiary education” – have also been posted to the JNUSTA Online Forum.

We are indebted to everyone who has worked tirelessly in producing JNUSTA. We are extremely fortunate to have a panel of internationally recognised experts on the Advisory Board who support this journal. Many thanks go to our reviewers for their expertise and time, generously given. The peer-review is an essential part of our publication process. It not only provides unbiased and independent assessment, but feedback from reviewers frequently results in the manuscripts being refined and strengthened. We would like to thank all contributors who have supported our journal by contributing their work to JNUSTA.



### Vol. 2 No.3 Aug 2012

A [person] should learn to detect and watch that gleam of light which flashes across [her] mind from within, more than the lustre of the firmament of bards and sages.

~ Ralph Waldo Emerson (adapted)



### Vol. 2 No.4 Nov 2012

All growth depends upon activity. There is no development physically or intellectually without effort, and effort means work.

~ Calvin Coolidge



### Vol. 3 No.1 Feb 2013

People are like stained-glass windows. They sparkle and shine when the sun is out, but when the darkness sets in, their true beauty is revealed only if there is a light from within.

~ Elisabeth Kubler-Ross



### Vol. 3 No.2 May 2013

Life must be lived and curiosity kept alive.

One must never, for whatever reason, turn his back on life.

~ Eleanor Roosevelt



### Vol. 3 No.3 Aug 2013

In everyone's life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit.

~ Albert Schweitzer

All issues of JNUSTA can be accessed online at <http://www.nus.edu.sg/teachingacademy/jnusta/index.htm>. The Editorial Board welcomes contributions of articles. If you have any queries, please direct them to the Editorial Office at [jnusta@nus.edu.sg](mailto:jnusta@nus.edu.sg).

### Editorial Board members:

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# NUS TEACHING ACADEMY

## 2012 - 2014

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36. **A/P Yap Von Bing**  
*Fellow*
37. **Prof Zhou Weibiao**  
*Fellow*





## Fellows



### Vision

To establish NUS at the forefront of education through:

- pursuing teaching and learning innovation
- fostering a balanced culture of educational and research excellence

### Mission

To actively engage every section of the NUS community in transforming the educational landscape of the university





## Teaching and Learning Club (TLC) - Forum on Technology Enhanced Learning 29 January 2013 | UTown, EduSports, LT51 | 4.00 pm - 6.00 pm

At this TLC session, Mr Ravi Chandran, Director, Centre for Instructional Technology, gave a short presentation on the new learning ecosystem in NUS. The presentation was followed by an open discussion where faculty members and students shared their ideas on the various use of technology for teaching and learning.



*Mr Ravi Chandran, Director of CIT, giving a presentation on the new learning ecosystem in NUS.*



*A/Prof Chng Huang Hoon, Associate Provost (Undergraduate Education) addressing the participants.*



*Dr Adrian Michael Lee from Dept of Chemistry (left) and A/P Laksh Samavedham (right) from Dept of Chemical and Biomolecular Engineering sharing their experience on their flipped classroom approach.*





## Teaching and Learning Club (TLC) - Forum on “The Teaching Track at NUS” 06 March 2013 | Central Library Theatrette | 3.30 pm - 5.30 pm

The Teaching Track (TT) Subcommittee of the NUS Teaching Academy was established to come up with recommendations regarding the future of the NUS Teaching Track. Over the past months, the subcommittee has had several discussions on “The Teaching Track at NUS”. Held on 6<sup>th</sup> May 2013 to gather feedback and views from the teaching community as well as a TLC forum, the event was attended by over 75 participants who were actively engaged in the discussion. A number of useful ideas came out of the TLC forum.





# VISITORS FROM THE UNIVERSITY OF COLOMBO



On 14th May 2013, A/P Laksh Samavedham (Director, CDTL) and A/P Erle Lim (Immediate Past Chair, NUS Teaching Academy) welcomed and addressed a group of delegates from the University of Colombo and the Ministry of Health, Sri Lanka to CDTL and Teaching Academy.

The group then visited a few facilities at the Education Resource Centre (ERC) at University Town (UTown). The tour was followed by a brief presentation on 'Teaching with iPads and Apple TV' by A/P Johan Geertsema.

# POSTGRADUATE STUDENT SERIES (PGS) BY DR LEE KOOI CHENG

Dr Lee Kooi Cheng, Fellow of the NUS Teaching Academy, gave a presentation on 'Presentation Skills for Academic Conferences' at the PGS seminar organised by Centre for Development of Teaching and Learning (CDTL). The seminar was held on 10 April 2013 at the Global Learning Room, Stephen Riady Centre (UTown).



“Besides discussing the fundamentals of delivery skills at Presentation Skills for Academic Conferences, I felt that I should engage the participants, who were mainly graduate students, in considering how they would make an impact in different academic contexts through the positioning of their content and expression of ideas. I drew examples from presentation situations relevant to them such as progress updates to supervisors, department symposia, qualifying examinations, grant presentations, and international conferences. I also made use of selected video clips, practices, live demonstrations, pointers, lively discussions, and a bit of good humour to sustain the interest of participants throughout the two-hour session.”

Dr Lee Kooi Cheng  
Vice Dean, Office of Student Affairs

*Here are what some participants had to say about the seminar:*

*“The presentation itself was a great example of a very good presentation. Even though it lasted almost two hours, it was interesting up to the very end.”*

*“Excellent interaction; short and succinct content.”*

*“The facilitator gave a very good example of how to do a good presentation”*



# ARE YOU READY TO BE PEER REVIEWED?: PREPARING FOR THE “CLASSROOM OBSERVATION” COMPONENT

Peer Review subcommittee member, Prof Farooq Shamsuzzaman was present to share his views at the workshop conducted by CDTL on 14 May 2013. The workshop, facilitated by Alan Soong, was offered for the first time in a flipped classroom model. Participants accessed presentations online prior to the session, while the face-to-face time was devoted for discussions in order to deepen participants' understanding about the topic. The workshop was well-received by participants, based on the feedback provided.

## Feedback from participants

*“It is good to have Prof Laksh and Prof Farooq to join the seminar to give their views. It is good to have discussion among the participants.”*

*“Faculty and persons with relevant knowledge are invited to share and facilitate, which is very helpful. Thanks a lot!”*



## NUSTA SUBCOMMITTEES (2013-2014)

### Peer Review Implementation Phase

1. Victor Tan
2. Farooq Shamsuzzaman
3. Laksh Samavedham
4. Kiruthika Ragupathi
5. Giam Kok Leng

### Student Feedback Implementation Phase

1. Laksh Samavedham
2. Damith C. Rajapakse
3. Ravi Chandran s/o Thiagaraj
4. Yap Von Bing
5. Kiruthika Ragupathi
6. Yow Chea Keng

### Teaching Track

1. Adrian Michael Lee (Chair)
2. Phil Chan Aik Hui
3. Cheah Kok Ming
4. Lee Kooi Cheng
5. A Kumaralingam
6. Soo Yuen Jien
7. Teofilo C Daquila
8. Barbara Schaefer, ALCNS
9. Suzaina Abdul Kadir, LKYSPP

### Teaching and Learning Club

1. Cecilia Lim
2. Alice Christudason
3. Farooq Shamsuzzaman

### Academy e-journal, JNUSTA

1. Erle Lim Chuen Hian (Editor)
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