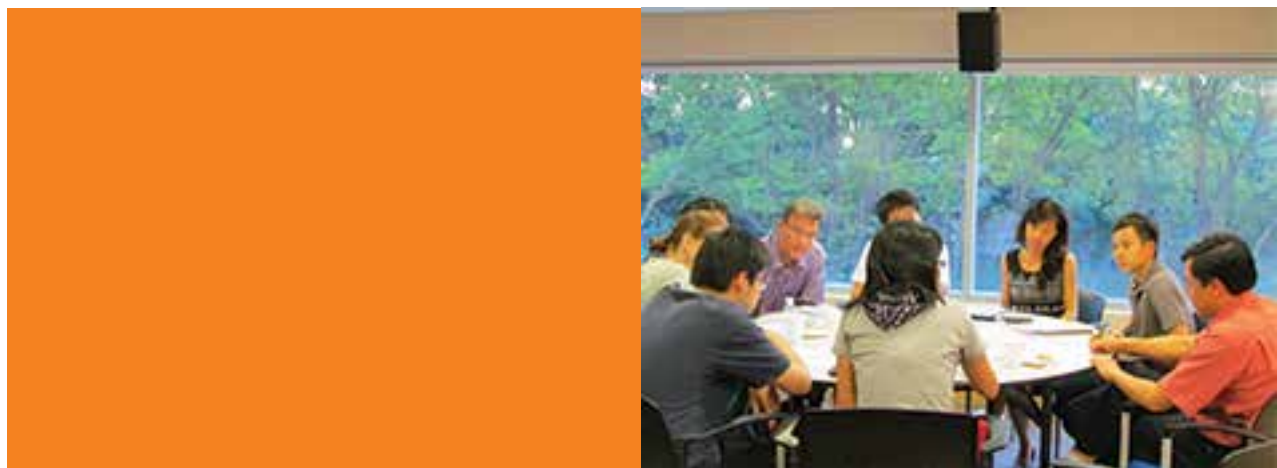




Academy Matters



Actively engaging every section of the NUS
community in transforming the educational
landscape of the university



Message from the chair



Assoc Prof Johan Geertsema
Chair, NUS Teaching Academy
University Scholars Programme

The NUS Teaching Academy was founded in 2009 with the vision of “pursuing teaching and learning innovation” and “fostering a balanced culture of educational and research excellence.” The Academy wants to actively “engage every section of the NUS community in transforming the educational landscape of the university,” and it seeks to do so in order to “foster a culture of teaching excellence.” This it hopes to achieve by providing enthusiastic, committed educators not only recognition, but more importantly the opportunity to share their expertise and develop new, innovative pedagogies.

Since the Academy was founded, more and more institutions of higher learning have decided to start their own Teaching Academies. Some of these—for example the proposed Curtin Academy—focus on similar objectives to ours, while others are oriented more towards an informal network for faculty, as at Utrecht University. Whatever the specific orientation of these academies, they all follow the model of a community of practice in which like-minded individuals come together to share with, and provide support to, one another as educators. And they all consider the role of teaching and learning to be as important for a university as research.

Or perhaps that formulation is already mistaken: these academies, including our own NUS Teaching Academy, query a simple opposition between research and teaching in the firm belief that for learning to occur, teaching needs to be informed by scholarship. As educators we need to work towards taking an evidence-based, scholarly approach to teaching; we have an obligation to ensure that our teaching, no less than our research, is founded upon a thoughtful scholarship of teaching and learning. What pedagogies work best for large classes? How can we use the affordances of technology to provide our students with an individualised, active learning experience? How can we ensure curriculum integration so as to help our students take what they have learnt in our classes and apply it in—or take it along to—their other modules, and indeed with them into the world of work? How can we ensure that we meet our intended learning outcomes, and thus what are the most effective ways of assessing what we do in the classroom?

Message from Chair
Assoc Prof Johan Geertsema

**Message from the
Immediate Past Chair**
Assoc Prof Kenneth Paul Tan

Message from the Provost
Professor Tan Eng Chye

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Message from the chair

These are by no means abstract questions. Instead, they go to the very heart of what a great university does, since if a key aim of the NUS Teaching Academy is to “foster a culture of teaching excellence,” then the reason for doing so is precisely to “underscore the commitment that a great university values and is defined by its quality of education.” In order to pursue this aim, and to address questions that we believe can lead to better learning, the Academy aspires to provide educational thought leadership by positioning itself more strongly as a vehicle for the scholarship of teaching and learning (SoTL). We would like to see more and more disciplinary experts become passionate about learning; reflect upon their own practice; familiarise themselves with the rich body of literature on matters pertaining to pedagogy, curriculum, assessment, and technology in education; and engage in evidence-based scholarship in order to help improve teaching and learning. In short, we hope that all NUS faculty will come to see themselves as “educator scholars.” In line with this perspective we have decided to rename the Academy’s journal *JNUSTA* to *AJSoTL* (the *Asian Journal of the Scholarship of Teaching and Learning*). Three Fellows have, moreover, recently completed a [SoTL leadership course](#) offered by the University of British Columbia, with another three doing the programme now. The Academy has further started an education research sub-committee that will to a significant degree focus on SoTL.

We hope that these initiatives will help strengthen our commitment to what is an increasingly important domain of scholarship, not only for colleagues on the newly (re)conceptualised Educator Track (which replaces the Teaching Track), but for all colleagues, regardless of rank, seniority or track. They constitute a natural development of the work in which the Academy has been engaged over the last years, during which it has attempted to consider contentious elements of the NUS education landscape such as the Teaching Track, student feedback, and the idea of a ‘grade-less’ first year. In the next academic year, we plan to strengthen our outreach attempts, in particular through the Teaching and Learning Club, which has in the past provided a means for the Academy to reach out towards and involve different segments of the NUS community in our work, for example by arranging sessions on topics such as those mentioned above. We further plan to host a Masterclass Speaker to follow the successful visit in 2011 by Professor Emeritus [Lee Shulman](#), one of the foundational and most influential figures in SoTL.

As we move into our sixth year I am honoured to have been elected chair of the NUS Teaching Academy. I look forward to helping guide, with the Executive Committee, the Academy as we pursue our vision and would like to take this opportunity to extend my thanks to the previous chair, Associate Professor Kenneth Paul Tan, who has played a key role in deepening the Academy’s intellectual reach. I would also like to thank the Provost’s Office and the Centre for Development of Teaching and Learning (CDTL) for their help, support, and encouragement. I look forward to their continued support as we work to help provide strategic thinking on the direction of teaching and learning at NUS.

Message from Chair

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Message from immediate past chair



Assoc Prof Kenneth Paul Tan
Vice Dean (Academic Affairs)
Lee Kuan Yew School of Public Policy

I have always valued the NUS Teaching Academy (NUSTA) as a safe place in which we could think dangerously about education. In January this year, NUSTA Fellows went on a full-day retreat, our second one since its establishment in April 2009. The theme of the retreat, “From ‘thinking big’ to ‘doing big’”, emerged from the sober observation that it was relatively easy to come up with new, ambitious, out-of-the-box, and even radical ideas. But a far greater challenge was what to actually do with these ideas and how to turn them into action. How can we take practical responsibility for our ideas without placing unhelpful limits on our imagination?

This is certainly not to say that NUSTA has not been able to implement its ideas. In just five short years, NUSTA has been responsible for working out the design and implementation of major educational reforms at NUS, including new systems for student feedback and peer review of teaching. NUSTA provided key input into efforts to review the university’s Teaching Track appointment scheme. These were achieved following a great deal of consultation and engagement with faculty across the campus. Its Teaching and Learning Club (TLC), and the regular meetings it organizes, are an important part of NUSTA’s community engagement efforts. Also, NUSTA has already published 11 issues of its peer-reviewed *Journal of the NUS*

Teaching Academy (JNUSTA), now re-titled *Asian Journal of the Scholarship of Teaching and Learning*.

These achievements are, by most accounts, impressive. And they have encouraged other universities to explore setting up similar organizations. But our Fellows often note how most of our efforts have, thus far, addressed the immediate needs of the university’s educational landscape and often at the suggestion of the university’s senior management. As early as 2011, when Fellows went for their first retreat, there had already been a general feeling amongst us that NUSTA should “think bigger”. Several bold ideas emerged at that meeting, but not many of them have been implemented to date. Thus, for the retreat held early this year, I felt that “thinking bigger” needed to be accompanied by greater attention paid to questions of feasibility and capacity. It’s not enough to “think big”, we needed to ensure that, as an organization, we had enough funding, administrative support, and facilities for “doing big” in practical, realistic, and sustainable ways. And, perhaps even more importantly, as Fellows, we needed to make time, to give commitment, and to equip ourselves more effectively with relevant skills to engage the community, to motivate and lead difficult but necessary changes, and to conduct our efforts in a critically reflective and scholarly fashion, for instance.

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Message from immediate past chair

In addition to paying more attention to the feasibility of NUSTA's future projects and initiatives, and to the resources and skills needed for achieving them, NUSTA will have to step up its efforts to engage our stakeholders. In particular, NUSTA will have to manage three types of relationships: an upward relationship with the senior management of NUS; an outward relationship with faculty, students, staff, alumni, and external partners and collaborators; and an inward relationship with our own Fellows and administrative staff. If we succeed at aligning our goals with our capacity- and relationship-building efforts in the coming years, we will more likely be able to realize our autonomy and create more value through our ground-up activities and grassroots initiatives.

In June this year, I stepped down as Chair of the NUSTA Executive Council after a two-year term of service, but will continue as a Fellow and an ex-officio member of the Executive Council. Johan Geertsema, who had been my Vice Chair, has been appointed the new Chair. His team comprises a healthy mix of old and new members: Alice Christudason (Vice Chair), Kumaralingam Amirthalingam, Adrian Lee, Stephen Lim, and Victor Tan. I see in this new team a combination of fresh perspectives and new energy on the one hand and, on the other, stability and continuity upon which exciting new programmes and other initiatives may be sturdily built. I have every confidence that Johan and his team will be able to take NUSTA to greater heights.

I would like to thank my 2012–2014 Executive Council members, Alice Christudason, Johan Geertsema, Farooq Shamsuzzaman, and Victor Tan for their hard work and enthusiasm for NUSTA's noble mission; and Yong Bee Choon and Vickneswari Savarimuthu for tirelessly serving as NUSTA's administrative bedrock. My job as Chair was also greatly helped by the wonderful and unfailing support provided by NUS Centre for the Development of Teaching and Learning (CDTL) and the Provost's Office. I am grateful for the opportunity to lead NUSTA these past two years and for the chance to meet so many Fellows whose passion, creativity, and achievements have been nothing less than an inspiration to me.

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Message from the provost



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

“I wish the Academy the very best and look forward to its impactful contributions that will serve to position NUS as a key node in education innovations and in the implementation of progressive practices.”

The NUS Teaching Academy has completed five years and stepped into its sixth year with a number of significant contributions to the teaching and learning landscape of NUS. This has been achieved through a consultative process with a wide cross-section of the NUS teaching community. I wish to place on record my sincere appreciation to the previous Exco of the Teaching Academy led by Kenneth Paul Tan and to the Fellows for contributing to the University’s efforts in providing a transformative education experience to our students. The Academy has gone through a renewal process with the induction of 7 new Fellows and a new Exco under the leadership of Johan Geertsema will steer the Academy for the next two years. I wish the Academy the very best and look forward to its impactful contributions that will serve to position NUS as a key node in education innovations and in the implementation of progressive practices.

Higher education continues to be in a state of dynamic flux with new initiatives, alliances and pedagogical models. More “learning” data are now available and interesting insights and hypotheses are being developed. These promise to help tune the teaching/facilitation process and translate into better learning opportunities for students. Technology will certainly be a vital component of the teaching and learning process across disciplines. It would be interesting for the Academy to deliberate on models such as Substitution Augmentation Modification Redefinition Model (SAMR) (see <http://www.hippasus.com/rrpweblog/archives/2014/06/29/LearningTechnologySAMRModel.pdf>) and suggest how NUS education can go beyond the enhancement zone and break into the positive disruption zone in every programme of study we offer at NUS. If we think creatively, it may be possible to attain this zone of positive disruption with relatively light use of technology.

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Assoc Prof Kenneth Paul Tan

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Message from the provost

Globalization, fast-changing business environment and the need to address complex interdisciplinary problems (that take into account the interests of multiple stakeholders) have significantly impacted the skills and attitudes with which we need to equip our graduates. The University level outcomes that we desire (e.g. i-NUS qualities highlighted by NUS President in his State of the University Address 2013) would need to be accompanied by corresponding changes in programme level and individual module level learning outcomes. To go along with these carefully drafted learning outcomes, it is vital that we critically examine the nature and modes of assessments – specifically, we need to move consciously from assessment of learning to *assessment as learning* and *assessment for learning*. Thoughtfully and deliberately designed assessments will be a critical factor in moving NUS education into the positive disruption zone I alluded to earlier. I understand that the Teaching Academy has already drafted plans to initiate campus wide discussions on the many dimensions of assessment. This is an opportune moment for our teaching community to engage actively in discussions on the transformation of our assessment practices. I very much look forward to the outcomes and recommendations from this Academy initiative.

Going beyond ideas, it would be good if NUSTA Fellows, together with interested colleagues, conduct well-thought out, scientifically rigorous pedagogical experiments and generate high quality scholarship for a global audience. This will help solidify its ambition to be a globally renowned think-tank on education in time to come.

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2014 - 2016



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Director, CDTL
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Physics

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Dr Adrian Michael Lee, Fellow of the NUS Teaching Academy, presented a workshop on “Virtually Vygotsky: Using Technology to Scaffold Student Learning” at the “Technology in Pedagogy Series” (TiPs) session organised by Centre for Development of Teaching and Learning (CDTL). Here are some snippets of the workshop held on 9 April 2014 at the Dewey Room, CDTL.



For more details on the workshop, please click [here](#)

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Members of the 5th Executive Council share their thoughts on being part of the Academy and their wish for the Academy...

“ The Teaching Academy seeks to actively engage every section of the NUS community in transforming the educational landscape of the university. In the past few years I have personally benefitted from the discussions and activities of the Academy which eventually translate to enhancement of the quality of our students’ learning. In the face of rapid advancements in technology including e-learning, I personally would like to see the retention of some “old” core teaching approaches; these include face-to-face interaction between the teacher and student, as well as opportunities for collaborative learning by students: for sure, the baby must not be thrown out with the bath water. As the Academy matures, I am keen to see development of various aspects of the Academy’s initiatives including greater outreach as well as the Scholarship of Teaching and Learning.



A/P Alice Christudason
Vice Chair
Dept of Real Estate



Prof A Kumaralingam
Council Member
Dept of Law

“ I have enjoyed being part of a community that is so committed to improving teaching and learning in the university and look forward to contributing new ideas. In particular, I hope to help NUSTA engage with other like-minded institutions and become a regional thought leader on tertiary education. There is much that we can learn from other institutions and hopefully there will be much that we can share.

“ I am grateful to be a part of the NUS Teaching Academy, and honored to be elected to its 5th Executive Council. During my term, I aim to actively promote educational research at NUS. I will pursue this goal by continuing to steer the Academy’s new Educational Research Subcommittee, as well as leveraging psychological science to yield resources — integrating research, theory, and best practices — to benefit NUS educators and their students. My wish is for these initiatives to contribute meaningfully towards university strategies and decisions concerning education, and NUS’s ongoing mission to attain leadership in educational research.



Dr Stephen Lim
Council Member
Dept of Psychology

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Dr Adrian Michael Lee
Council Member
Dept of Chemistry

“ Interesting times. MOOCs, iBLOCs and Flipped Classrooms are becoming part of the educational furniture not only in NUS, but globally. The oft-promised technological revolution in education may truly be upon us. If this is indeed an educational tsunami, then not only do we want to be standing when the waters recede, we want to be standing stronger. This will require insight into the changing global educational landscape and thought leadership, both of which the Teaching Academy can provide. It is a pleasure and an honour to be a part of the Executive Committee during these interesting times.

“ Having served on the NUSTA executive council since the Academy was formed has provided me with the opportunity to be engaged more in depth in Academy matters, and has broadened my perspective about educational and pedagogical issues. I am honoured to be once again elected by the Fellows into the council. Over the years, NUSTA has been searching for its direction and position in the university. I am glad to see that it has become clearer that we are heading towards the scholarship of teaching and learning. As a Council member, I wish to see more Fellows joining in this exciting venture, as well as engaging in other NUSTA activities.



A/P Victor Tan
Council Member
Dept of Mathematics



Prof Bernard Tan
Ex-Officio
Dept of Information Systems

“ The Teaching Academy has made an impact on the NUS community in the last five years. The previous Executive Committee (led by Kenneth Tan) has laid a strong foundation for the Teaching Academy. I am confident that the current Executive Committee (led by Johan Geertsema) will take the Teaching Academy to greater heights. In particular, the Teaching Academy will provide thought leadership for the NUS community in the scholarship of teaching and learning and in pioneering new teaching initiatives based on emerging technologies. I look forward to working with the Teaching Academy in a rapidly changing and exciting educational landscape.

“ The Academy has made a significant difference to the education landscape in the last 5 years thanks to the Fellows and the strong leadership provided by Erle Lim and Kenneth Paul Tan. We have seen positive changes to the student feedback and peer review processes. In the next phase of Academy's work, I hope to see it actively engaged with the community to bring forth new innovations in Teaching & Learning and to take the lead in producing high quality scholarship related to the innovations.



A/P Laksh Samavedham
Ex-Officio
Dept of Chemical and
Biomolecular Engineering

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New Fellows Speak...

Philosophy of education



A/P Aaron Danner
Dept of Electrical &
Computer Engineering

My educational philosophy is to teach physical concepts in an engaging way, using mathematical detail sparingly and only as a tool to reach a certain goal, and to use real-life demonstrations in class as much as possible. Students are not bored because the sights and sounds I present to them in class cannot be found in a textbook. In my Analog Electronics class, the students see, class-by-class, the development of radio historically (stories of the radio operators and transmitter designs used in 1912 on the Titanic, for example), and with their eyes and

ears (through spark gap transmitters that I bring into the classroom). In the lab, the students build their own transmitters and I test them with a radio. Each student broadcasts onto their own AM radio station with their own breadboard-built transmitters. As an electrical engineer, one feels an incredible satisfaction after one has built his/her very first radio transmitter and understands how it works - it is this feeling of satisfaction with one's achievements that we should all strive to help students attain in their educational journey.



Wish for the Teaching Academy



Dr Ho Han Kiat
Dept of Pharmacy

I believe that the longevity and impact of the Teaching Academy rest upon the energy of the Fellows and their motivation to advance practices that will make a positive difference. It is my hope that this will become a more audible voice that rallies and excites the academic community to strive for higher grounds in education, while staying rooted to a student-centric cause.



Dr Susan Ang Wan-Ling
Dept of English
Language & Literature

Teaching Aspirations

"To produce students with moral and intellectual courage, who are able to take on difficulties with creativity and without fear, and who are capable of taking fire from ideas and using their own enlightenment to then light the way for others."

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New Fellows Speak...

Teaching Philosophy



Dr Grace Wong
Dept of Real Estate

Although the majority of the time, the teaching of thinking skills in students is carried out with the intention to enhance content learning, another more important consequence of teaching 'thinking' is the effect of such teaching on students' behaviour. As the content and structure of the curriculum are likely to evolve over time, achieving content learning tends to be a short-term goal compared to nurturing students' perception and attitude towards learning and thinking. Such qualities are expected to endure and pervade beyond the context of any module and would form the foundation of students' academic life regardless of their learning style. Since there are different types of learners, namely, visual, auditory and kinesthetic learners, I vary and tailor my teaching methods and teaching materials to facilitate as many students as possible, such that they can learn effectively at their own pace and in their own way. This is because I believe that teaching is not an end in itself but is a means towards an end, which is to help students

learn, become the best that they can be, and continue learning even after the teaching has long ended. Thus, my teaching philosophy is essentially student-centric, where a two-pronged emphasis is focused on equipping students with both past and existing concepts and knowledge as well as nurturing beneficial learning outcomes such as creative and critical thinking, learning through inquiry and independent learning so that students can be better prepared for the world they will encounter in the future. In other words, teaching should nurture students to look from the past, to view the present with an eye on the future.

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New Fellows Speak...



Dr Peter Alan Todd
Dept of Biological Sciences

Philosophy of Education

Happy and engaged students learn more effectively.

My fundamental goal is to make learning enjoyable, and this is what I would most like to develop as an Academy Fellow. NUS works hard to make campus life as a whole a pleasant experience. There are many and varied activities that provide opportunities to relax and have fun, or encourage teamwork and bonding, etc. But, perhaps more emphasis could be placed on enjoying the learning process? Young children (I have two) love to learn and relish the challenges and wonder that go with it. Through high workloads and unimaginative curricula and teaching, formal education often depresses the joy associated with learning. Is it possible to reignite that innate passion for discovery?

For the past few years, I have been experimenting with an overlapping tripartite strategy of “learning by doing”, “injecting some fun into class”, and “reducing student stress”. There are clearly many other ways to help students enjoy learning, but these work in my own scenario of teaching marine biology and ecology. These three strategies are used in addition to more general ‘good-practice’ approaches such as being enthusiastic, making the topics relevant to the students, providing interesting examples, and using a diverse selection of teaching methodologies.

If students can relax a little and enjoy their classes, learning becomes easier. Furthermore, other important benefits arise: a classroom that is relatively free of stress, enjoyable and which has plenty of activities is fertile ground for creativity. Innovation, ingenuity, and originality are all highly prized attributes in contemporary society, and university is probably the last chance students will have to develop their creativity in an educational context. I hope we can use this opportunity to cultivate curiosity and imagination in students so they can readily adapt to an increasingly dynamic world.”

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New Fellows Speak...



A/P Sandy Cook
Duke NUS
Graduate Medical School

My involvement in education started with my studies and work in social science and educational research. As an undergraduate at Ohio State University in Experimental Psychology, I really was intrigued by the studies on how people behaved. After graduation, while working as a research assistant at the Ohio State University medical school, my curiosity was piqued through work being done to explore strategies that improve learning among medical and allied health students. We were asking questions like: Could learning be enhanced by understanding learning styles, could self-directed modules be as effective as lectures, could simulation provide some experience that was lost by a lack of clinical exposure? This led me down a path of work and further study that developed my skills in educational investigations, behavior change, programme development and assessment in the health professions.

After finishing my PhD and when I moved to Chicago, I had the amazing opportunity to follow my educational passion at the Educational Development Unit at Michael Reese Hospital, which was affiliated with University of Chicago. Like my time at OSU, this unit was involved in understanding education and how it improved physician practice as well as patient care in chronic diseases. I stayed in Chicago for the next 21 years – building up my experience and understanding on how to

Education Philosophy

conduct educational research, program development, faculty development, and exploring the ins and outs of medical school operations.

In 2006, I was recruited to come to Singapore to help start up the Duke-NUS medical school. In an effort to think creatively and push the boundaries of the status quo of medical education, the key team of Robert Kamei, Frank Starmer, and I took up the challenge of doing something a bit different. For anyone who knows what is going on at Duke-NUS, you know that we have been focusing on creating interactive, team-based learning experiences (which we call TeamLEAD) that foster learning accountability, teamwork, and problem-solving skills. This has garnered the attention of programmes from around the world as well as locally. We have been excited to work with the many primary and secondary teachers here in Singapore who are intrigued and inspired to use this method to challenge their students to be the team-based active learners, problem-solvers, and leaders of the future.

Since coming to Duke-NUS, the opportunity to implement innovation in education for both medical students, faculty, and educators from around the world has been exciting and stimulating. I feel honored to be part of the team that works to go beyond the usual, to inspire others, and impact the learning environments of learners around the world.

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New Fellows Speak...



Dr Aamir Rafique Hashmi
Dept of Economics

Massive Open Online Courses (MOOCs): Threat or Opportunity?

The rapid growth of Massive Open Online Courses (MOOCs) is said to have shaken the foundations of higher education industry. It has raised many important questions in the minds of the stakeholders in higher education sector: Will MOOCs largely replace traditional teaching? Will most teachers lose their jobs? Will the market be dominated by a few superstar teachers? How should the universities respond to this massive change? Should they encourage or resist the development of MOOCs by their faculty members?

In my opinion, MOOCs offer a unique opportunity for us to enhance our teaching. One can easily divide various teaching tasks into two categories: 1) ones that can be automated; and 2) the ones that cannot be. MOOCs can replace the first set of tasks, not only for distant learners but also for our on-campus students, and allow us more free time to concentrate on the second set.

For example, lectures can easily be automated and so can the quizzes. This will free a lot of precious contact time that can be used to develop much sought after soft skills: writing, presentation, discussion, teamwork, etc. Likewise, students can

spend time with the teacher talking about their projects or the real-life problems related to the subject matter.

Universities should welcome this change and devote resources to help their faculty members develop MOOCs. Those who don't will lag behind in the adoption of this exciting new technology.

A MOOC can never completely replace a teacher. We shall always need teachers to provide a human touch to the process of learning. We shall need the teachers to motivate the students and provide them an educational experience that is tailored to their individual needs. We shall need the teachers to address the individual problems of the students and provide personal advice.

To conclude, I believe that MOOCs offer a unique opportunity to enhance our teaching practices. We should embrace this change with open arms and make the best use of it.

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Asian Journal of the Scholarship of Teaching and Learning

Formerly known as the Journal of the NUS Teaching Academy (JNUSTA)

The scholarship of teaching and learning (otherwise known as SoTL) is gaining relevance internationally. The main aim of engaging in SoTL is to work towards improving students' learning. It involves inquiry into teaching, engagement, feedback, and reflection on teaching and learning. It also includes sharing results so others can review and build on the work. In June 2014, the journal formerly known as the *Journal of NUS Teaching Academy (JNUSTA)* was renamed the *Asian Journal of the Scholarship of Teaching and Learning (AJSOTL)*.

As articulated by the Editor-in-Chief, A/P Erle Lim Chuen Hian and Deputy Editor Johan Geertsema in the inaugural issue of *AJSOTL*, this new name "reflects our decision to focus on issues in the scholarship of teaching and learning (SoTL), and this means an emphasis on research-informed teaching and on explicit pedagogical reflection, as well as documentation of the pedagogical processes that drive classroom activities and student learning outcomes". *AJSOTL* aims to be a publication outlet for such scholarship. Apart from original articles and instructional articles, it also publishes commentaries, short notes on classroom innovations, book reviews and brief anecdotes/ sharing a teaching moment.

We have been very fortunate to have a panel of internationally recognised experts who support our journal. The Editorial Board of *JNUSTA* wishes to thank all contributors, reviewers and readers who have been associated with the journal from the beginning, in 2011, and looks forward to a continued partnership through *AJSOTL*.

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The final two copies of *JNUSTA* (Vol. 3 No. 4 Nov 2013 and Vol. 4 No.1 Mar 2014) published online focused on new pedagogies for a new age and the value of a liberal (arts) education:



Volume 3, Number 4 (November 2013)

Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.

- Steve Jobs



Volume 4, Number 1 (March 2014)

True brilliance is the ability to take what knowledge you harbor and use it in ways to benefit all those around you.

- Anon.

The first issue of *AJSOTL* (Vol. 4 No. 2 Jun 2014) explored the complex roles teachers play in university education whilst the papers in the second issue (Vol. 4 No. 3 Sep 2014) sought to study and evaluate the approaches and outcomes of varied public universities' efforts to develop written communication skills:



Volume 4, Number 2 (March 2014)

Researchers discover Southeast Asian tree frogs that show unusual care for spawn (Poo & Bickford 2013) ...

The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction.

- Rachel Carson



Volume 4, Number 3 (September 2014)

Let us decide on the route that we wish to take to pass our life, and attempt to sow that route with flowers.

- Émilie du Châtelet, French Enlightenment mathematician and author

All issues of *JNUSTA* and *AJSOTL* can be accessed online at <http://www.ajsotl.edu.sg/>. The Editorial Board welcomes your contributions and is open to any ideas you may have to make the journal beneficial to you and the academic community. If you have any queries, please direct them to the Editorial Office at info@ajsotl.edu.sg.

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