ENGAGED TEACHING & LEARNING
FOR A TECH-SAVVY GENERATION

SMU Academy
OUTLINE

• TUNING IN knowing Gen Z

• PLUGGING THE GAP barriers to tech-integration, transformative effect of technology, examples

• ASSURANCE OF TECH-ENABLED LEARNING faculty support, recognition and appraisal framework
GEN Z POLL

Go to www.menti.com and use the code 13 20 00
GEN Z POLL

https://www.mentimeter.com/s/272724a93fec9298a185a29a7a3be67b/c42e7dc88e50/edit
<table>
<thead>
<tr>
<th>GEN X (MID 60s – EARLY 80s)</th>
<th>GEN Y (1980s – late 1990s) MILLENNIALS</th>
<th>GEN Z (Around 2000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Technology: PC</td>
<td>Tech Savvy: 2 screens</td>
<td>Tech Innate: 5 screens</td>
</tr>
<tr>
<td>Not tech savvy</td>
<td>Think in 3D</td>
<td>Think in 4D</td>
</tr>
<tr>
<td>Mistrust institutions</td>
<td>Share all</td>
<td>Judiciously share</td>
</tr>
<tr>
<td>Self-involved</td>
<td>Slacktivists</td>
<td>Active Volunteers</td>
</tr>
<tr>
<td>Accept diversity</td>
<td>Multi-cultural</td>
<td>Blended (race and gender)</td>
</tr>
<tr>
<td>Self-reliant</td>
<td>Tolerance</td>
<td>Togetherness</td>
</tr>
<tr>
<td>Still happy with print</td>
<td>Communicate with text</td>
<td>Communicate with images</td>
</tr>
<tr>
<td>Use stuff</td>
<td>Share stuff</td>
<td>Make stuff</td>
</tr>
</tbody>
</table>
GEN Z: THE SHARING GENERATION

HOW TO TEACH THEM

• Think digital
• Break it up
• Make information graphical and digestible
• Rethink how you communicate
• Be relevant
• Let them collaborate and learn by doing
INSTRUCTIONAL PROBLEMS

SCENARIOS ENCOUNTERED
INSTRUCTIONAL PROBLEMS

SOLUTIONS

• WEB 2.0 TOOLS

Voicethreads
https://voicethread.com/myvoice/thread/8637366/48531210
https://voicethread.com/myvoice/thread/5980710/30752659/32371611
https://voicethread.com/myvoice/thread/7136579/37993175/39229300
and I came to Singapore when I was 19.
I think what we lack in Singapore is empathy towards the plights of migrant workers. Many of us are unaware of their stories of struggle and sacrifices, choosing only to nitpick on issues where their actions cause inconvenience to us. The fault, I feel, lies in the lack of education and attention drawn to the stories of these workers by relevant help groups and even the government. It is therefore extremely heartening to see platforms such as HealthServe established with the aim of making a difference in the lives of migrant workers, and also the number of volunteers contribute their time and effort to raise awareness. I feel this is a very meaningful way we can make a difference to the lives of people closer to home; people who help contribute to Singapore’s economy. One way we can possibly improve the level of awareness regarding their plights, is through holding info sessions at tertiary education institutions, where community involvement programmes are regularly organised and students sign up to contribute help towards a particular community. Instead of going to neighbouring countries to help the disadvantaged there, perhaps we could start our efforts locally. Charity, as they say, begins at home.
I agree largely with Mr Low's view of Singapore and I think the education system reflects that.

One thing that struck me was the competitive culture that is created by the Singapore brand of meritocracy. I always though that hiding library books in university is urban legend. However, recently a friend from NUS law school shared with me an email where a Professor said the librarian said that important books were missing from the shelves but were not loaned out. These books were needed by a class to do their most problem. I think the entire 'bell-curve' mentality that others must do badly so I can do well mentality have been taken to the extreme. I really wonder what can be done to solve this problem because clearly even instituting collegiality and mandating Ethics class are not helping.

Next, I agree with Mr Low in his disadvantages of rewarding type. However, I feel that Mr Low could perhaps have addressed what he defines as efforts in the context. This is important because how do reward effort? It can mean I wrote 1500
Teach less, learn more (TLLM):

FOR STUDENTS

Becoming engaged learners – interested and proactive agents in the learning process
BENEFITS OF VOICETHREADS

• Students learn to work synchronously and asynchronously
• They learn to work with different media – text, audio, video
• They can invite peer comments
• Resource persons and clients can log in to give their comments from anywhere in the world
• Assessment can be done on the VT directly for all to see
• Instructor can archive projects for future reference
INSTRUCTIONAL PROBLEMS

SOLUTIONS

• WEB 2.0 TOOLS

Vialogues
https://vialogues.com/vialogues/play/25492
The Power and Potential of Online Learning

In this vialogue, let’s listen to Daphne Koller talk about online learning. As we watch each segment, please respond to the following: 1) What I knew/knew about MOOCs before and …

Moderators: Lai Cheng Lim
Vialogue Created: Oct 18, 2015 • PUBLIC

Online learning is allowing an individualised pace of learning which we are not able to get in the physical classroom environment. Furthermore, the approach to learning is one that will require discipline and an interest-motivated instead of grade-motivated one.

Ja Min Tan 2 years ago

The content mastery features and individual tutoring through learning analytics are really powerful!

Lai Cheng Lim 2 years ago

Right, so what have you learnt about MOOCs that you did not realise before?

Lai Cheng Lim 2 years ago

That you can actually use them for internships and school enrollments

Chor K. Poon 2 years ago

My friends have actually taken a few coursera classes and loved it. It allows you the flexibility in planning the course time if you're a part-time person.
BENEFITS OF VIALOGUES

• Attractive blog or forum interface
• Youtube videos can be easily uploaded
• Access from classroom or home – synchronous as well as asynchronous exercise
• Everyone participates
• Students and instructor can comment on any entry
• Instructor can assess quality of comments and archive exercise for future reference
INSTRUCTIONAL PROBLEMS

SOLUTIONS

• SMU APPS
  http://cte.smu.edu.sg/projects
  http://apps.cte.smu.edu.sg/

• GLASSBOARD
  P&L
COFOUNDERS OF THE NORTH

http://apps.cte.smu.edu.sg/cofn/

https://www.youtube.com/watch?v=hzdlOySH1aY&feature=youtu.be

play.beta.cofn.smu.cte.com
EVALUATION OF EFFECTIVENESS

Knowledge of Topic

- Before playing
- After playing

Understanding of course concepts

Before
- Mean: 3.79
- M-1SD: 6.29
- M+1SD: 6.01
- M: 5.88

After
- Mean: 1.7
INSTANT FEEDBACK
ASSURANCE OF LEARNING
<table>
<thead>
<tr>
<th>Faculty Appraisal</th>
<th>Facilitation</th>
<th>Assessment</th>
<th>Course Design</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| • Preparation and organization  
• Clarity and understandability  
• The clarity of objectives and requirements  
• Presentation and speaking skills | • Encouragement and openness  
• Availability and helpfulness  
• Fairness  
• Concerns for students  
• Quality and frequency of feedback | • Quality and usefulness of course  
• Quality and value of course materials  
• Quality and usefulness of course assignments/projects | • Stimulation of interest in content  
• Enthusiasm for the subject  
• Degree to which the course was participative and interactive  
• The learning experience in this course |

Overall rating of the instructors  
Overall rating of the course
TECH-INTEGRATION

Barriers

First-order: Hardware availability

Second-order: Mindset of teachers

Third-order: Learning design ability (support & leadership)
ROLE OF CTE

TEACHING AND LEARNING PRACTICES
Evolve teaching through developing one's understanding of pedagogy, teaching expertise, and professional values over time.

INTEGRATING TECHNOLOGY
Enhance and transform existing pedagogy, as well as solve instructional problems through appropriate use of technology.

EDUCATIONAL RESEARCH
Improve student learning and enhance educational quality through scholarly inquiry.

FEEDBACK ON TEACHING
Uphold the quality of teaching and learning through continuous student and peer feedback.

TEACHING EXCELLENCE AWARDS
Recognise and value the importance of teaching as a complex and multi-faceted activity.
WRAP UP

Comments & thoughts

Go To:  
https://padlet.com/limlaicheng/thots