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<th>Time</th>
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<td>9.00am-9.20am</td>
<td><strong>Google-based Course Management System</strong>&lt;br&gt;Mr Andreas Dewanto</td>
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Course Management System (CMS) provides instructors with a framework and a set of tools that will allow for easy creation of online course material, without one having to know or understand HTML or other computer languages. It equips instructors with the relevant tools for the subsequent teaching and management of that course, as well as the setting up of various online platforms for real time interaction with students. CMS does not only contain aspects of administration, but also deals directly with core aspects of teaching. Thus, a robust CMS should be able to: (1) support the placement of course materials online, (2) store students' submissions, (3) track students' performance, and (4) mediate communication between students and instructor. The speaker has found that Google has the necessary tools capable of making a robust CMS as described above. This talk outlines the speaker's experience in using various Google Apps (e.g. Google Docs, Google Chart Tool, etc) to develop a classroom response system, to run in-class feedback systems as well as to organize and disseminate course information.

As the talk will involve hands-on activity, attendees are encouraged to bring their own mobile devices along.

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<td>9.20am-9.40am</td>
<td><strong>The Implementation of Vodcasting to Enhance Grammar Knowledge and Listening Skill in Upper Beginner Level of Bahasa Indonesia at CLS-NUS</strong>&lt;br&gt;Ms Johanna Wulansari Istanto &amp; Ms Indrianti Tjan</td>
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This study explores the use of vodcasting as a platform to enhance grammar knowledge, listening skill and to enrich students' knowledge of the target culture and community by using authentic audio visual. It discusses the pedagogical consideration, the designing process of the vodcast material and its integration in the curriculum at the beginner upper level of Indonesian language course. Five vodcast units with different topics, grammar points and vocabulary were developed in this project. A qualitative study is conducted to evaluate the effectiveness of the vodcasting material by administering a survey on students' perceptions of the overall vodcast material design, accessibility and application. The result indicates that the implementation of vodcasting facilitates self-paced learning and provides useful supplementary audio-visual learning to practice listening skills and to reinforce grammar knowledge that have been learned during face-to-face interaction in the classroom setting. Some limitations and obstacles in the implementation process of the vodcast material are also presented in this study.

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<td>9.40am-10.00am</td>
<td><strong>The Application of On-line Tools in Teaching Chinese Characters</strong>&lt;br&gt;Ms Lin Chiung Yao</td>
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Chinese characters, Hanzi, are the unique characteristic of the Chinese language and have presented the greatest challenge for teachers and students. Until now, scholars in the field have not arrived at a generally-accepted method to teach Hanzi. With the advent of the computer, many teachers and scholars have tried to incorporate typing into learning and teaching Hanzi. Though many have stated the benefits of e-writing, the objectors argue the benefits of e-writing are limited and do not help long term memory of characters, and on the contrary, could actually be harmful to the handwriting ability of learners.

This study suggests an “e-handwriting” method which is made possible by the increasing popularity of mobile devices and technology. By promoting e-handwriting, the advantage of traditional handwriting in long term memory and proficiency is preserved, while at the same time, the conveniences and efficiency of e-writing is capitalized on.

The initial findings show positive perceptions of learners which, given further studies, may suggest a potential pedagogical framework for learning and teaching Chinese characters.
This study investigates the development in paragraph writing ability of 116 undergraduate English as a second language (ESL) students enrolled in a paragraph writing course. Students wrote sample paragraphs before, during, and after the course, and these were marked on an analytical scale by multiple expert raters. The results were first subjected to many-facet Rasch model (MFRM) analysis to measure differences in rater severity and identify rater misfits; raters’ scores were anchored to these initial results to generate fair scores for students. Next, a curve-of-factors latent growth model was fitted to the scores. The results showed that students’ ability in multiple writing skills grew gradually and linearly from the beginning of the course. This progress was found to be independent of the writing prompts. Students’ development is attributed to a variety of facilitative factors, including explicit lessons and frequent practice, regular feedback through a continuous assessment (CA) approach and various opportunities to engage with class tutors, and the use of online technology in the course.

Most past studies on the use of online assessments have been focused on foundational courses where lower order cognitive skills are commonly engaged. In this study, the question whether online assessments can be effectively used in higher level courses to promote higher order cognitive skills as lower order ones is explored. Online assessments were adopted to monitor the learning progress of students in a higher level engineering course, in order determine whether (a) the online assessments helped to improve the general level of proficiency in this course, and (b) there were clear links between the levels of cognitive skills engaged in the online assessments with the final grades.

Students taking FST 3104 are required to do new product development (NPD) projects. Students were divided into three groups with a tutor for each group to conduct this problem-based learning (PBL) practice based on NPD. Students were asked about their experience of this practice. Students’ feedbacks indicate that NPD in general is positive in improving students’ creative thinking and problem solving ability. A majority of students preferred face to face interaction with student tutors for help. These feedbacks could be applied to the future PBL based modules to improve students’ learning efficiency.

The capstone Design Project that all Chemical Engineering students need to undertake in the final year requires integration of knowledge acquired in all core modules to design a chemical plant. Various commercial software are available to carry out such plant designs. However, one of the subjects that is not well integrated into such process design software yet is CN3124 Fluid-Solid Systems. Consequently, many chemical engineering students view this subject as a standalone module that plays a supportive role towards other core modules in the curriculum. A fluid-solid systems software was developed in this TEG project and provided to students reading CN3124 to carry out a mini-design project. This software has been helpful in facilitating students to integrate their knowledge of CN3124 and other core modules taken within the same semester.
### Integrative Learning across disciplines: Engage students in Community Nursing

**Ms Lau Siew Tiang & Ms Cindy Lee | Alice Lee Centre for Nursing Studies**

11.40am-12.00noon

Traditionally, clinical education is concentrated in the acute setting. However, changes in the delivery of healthcare such as an ageing population and prolonged life expectancy, earlier discharges from hospitals, have resulted in greater numbers of clients in the community needing continual care. The Community Continuum Education (CCE) programme is designed to enhance the student's understanding of community health nursing and promote its valuable contribution to the healthcare system. A total of 20 Year 1 students participated in this pilot project. Data collection and analysis were done using a qualitative approach, focusing on group discussion. The students described the CCE as valuable because it deepens their appreciation of individual patient's needs in their homes and community; and raised their awareness of the necessity of support beyond the hospital. The three main themes that emerged from the data analysis included professional development (knowledge, professional identity, and spirit of inquiry), patient as human (respect, partnership, caring, and information sharing) and teaching competence (teacher knowledge, planning learning experience, and feedback).

### Three Debates on Team Teaching

**Dr Caroline Brassard | Lee Kuan Yew School of Public Policy**

12.00noon-12.20pm

This session on team teaching is based on our combined experience in six semester-long modules at the graduate level using team and co-teaching in the last few academic years. We plan to address three debates in team teaching.

The first debate is whether team teaching enables deeper learning as compared to other types of teaching models. Our discussion also reviews the latest literature on team-teaching models, features, impacts, and challenges.

The second debate is whether the design of team taught courses should fundamentally differ from single or co-taught courses. We use a comparative analysis of the team taught courses we designed and conclude on the key features that should (or should not) be included in team taught syllabi in order to foster deeper learning.

The third debate is, whether there are inevitable pitfalls and conflicts arising from team teaching. Based on the evidence from our student feedback, we discuss issues such as student perceptions and how to address the challenges of team teaching, and finally, we touch upon teaching evaluation of team teaching.

### Development of a Statistical Framework for optimizing Team-based Learning Outcomes; where Baseball meets Medical Education

**Dr Joshua Gooley | Duke-NUS Graduate Medical School**

12.20pm-12.40pm

In team-based learning (TBL), students work in small teams to solve problems. Inspired by baseball sabermetrics, we examined the relationship between individual performance and team performance on exams taken across six years of the Brain and Behavior course at Duke-NUS Graduate Medical School. For most teams, performance was not explained by a simple voting scenario or by deferring to the top academic performer with the team. Rather, team-based individual performance metrics were better at explaining variance in team scores, as compared to individual test scores. Such measures can potentially be implemented to better evaluate the effectiveness of TBL.

### Lunch

12.40pm-1.30pm