

Country Report for Singapore

for AUNILO Meeting
5 - 8 August 2019



Brief Profiles

17

Schools/Faculties

4

Research Centres of Excellence*

11

Overseas Colleges

30

Research Institutes & Centres

2,000

Modules each semester

Profile of Students *(as at Dec 2018)*

29K

Undergraduates

10K

Graduates

Total | 39K

Profile of Faculty & Staff *(as at Dec 2018)*

2.5K

Faculty

3.9K

Research

3.4K

Executive & Professional

2.2K

General

Total | 12K

7

Colleges & Schools

34

Institutes & Centres

81

Faculty and Researchers
from 81 countries

540

University Partners in
Academia and Research

Profile of Students *(as at Sep 2018)*

24K

Undergraduates

8K

Graduates

Total | 32K

Profile of Faculty & Staff *(as at Sep 2018)*

1.8K

Faculty

3.5K

Research

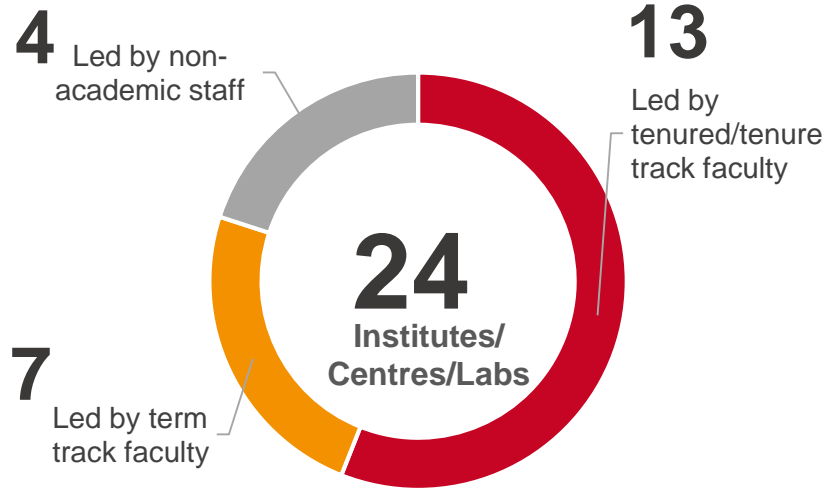
1.6K

Management
Staff

1.5K

Support Staff

Total | 8K



**Undergraduate
Programmes**

6

**Undergraduate
Majors**

24

Our Students

8,182

full-time undergraduates*

1,828

full-time & part-time
postgraduates*

** As of 17 September 2018*

Full-time Faculty

361

**Professional Master's
Programmes**

20

Doctoral Programmes

9 Academic Research

3 Professional Doctorate

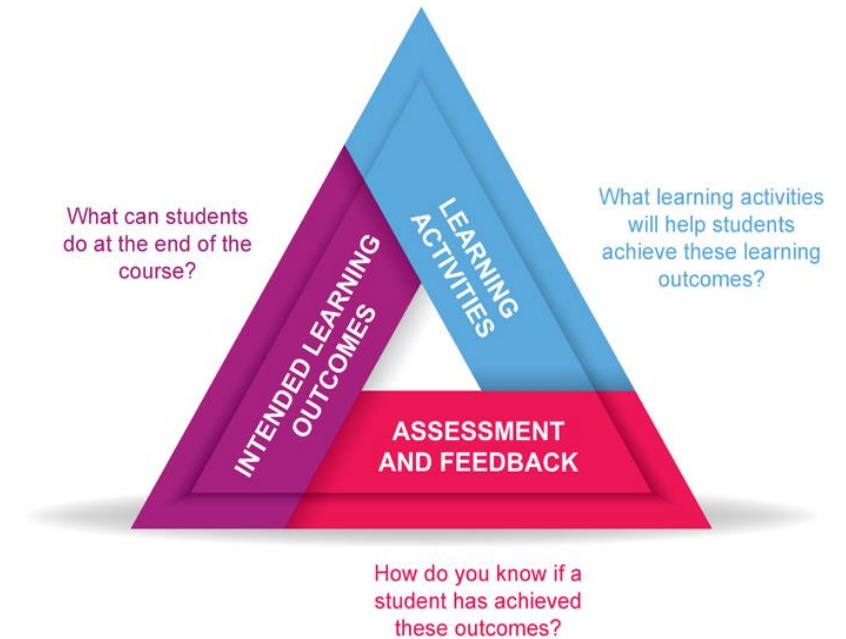
Overview of the Learning and Teaching Methods

- NUS is moving towards experiential learning and blended learning. Most of classroom time is spent facilitating discussions and problem-solving.
- NUS has applied flipped classroom and blended learning in which students are required to view videos or read readings to prepare for classroom activities.

- All courses in NTU will align to the principles of Outcomes Based Teaching and Learning.

“The aims of OBTL are to **improve undergraduate learning** through the development of a **curriculum that is led by desired learning outcomes** and supported by **meaningful assessment designed to align with the outcomes...** An overarching aim of OBTL is to use the power of outcome-based education to **improve graduate work-readiness** through **educating our students in the skills and abilities employers look for...**”

– NTU Education Strategy 2020, Para 16



Constructive alignment is an underlying principle behind quality course design in Outcomes-based Teaching and Learning (OBTL)

SMU's Pedagogical Framework

Distinctive pedagogy	Personalised Learning	Collaborative and Interactive Learning	Experiential Learning
Examples of Teaching & Learning approaches	<ul style="list-style-type: none"> Competency analytics Flipped classrooms 	<ul style="list-style-type: none"> Interactive seminar Problem-based learning 	<ul style="list-style-type: none"> SMU-X Participatory learning and action Internships Project-based learning
Examples of desired learning outcomes	<ul style="list-style-type: none"> Self-directedness and meta-learning Disciplinary knowledge 	<ul style="list-style-type: none"> Collaboration and leadership Communication 	<ul style="list-style-type: none"> Intellectual and innovative skills Global citizenship Resilience and positivity Multidisciplinary knowledge
Conception of student	Student as individual	Student as social being	Student as member of a community, citizen

What happens @ SMU Libraries in a typical month?

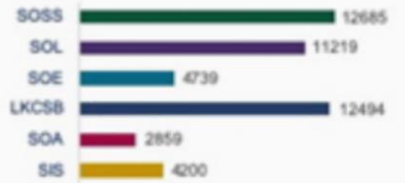
What happened in a typical month at SMU Libraries



52.8% students use eBooks & eJournals at least once a month



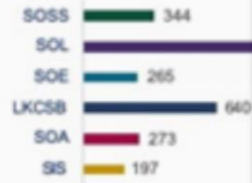
48,196 book chapters* downloaded



Book chapters downloaded by school



2,647 print books* borrowed



Print books borrowed by school

*Data collected from Jan to Dec 2018
*From Proquest ebook Central
*Data collected from Aug to Nov 2018

What happened in a typical month at SMU Libraries



211,753 digital interactions



1,146 enquiries answered through



face-to-face



emails



phone



chat

Data collected from Jan to Dec 2018

Role of the Library in the Implementation of LMS to support the Learning & Teaching Process at the University

NUS Libraries uses NUS' LMS which is called LumiNUS to:

- Create a collection of readings for specific modules
- Tap on features such as surveys or quizzes as platforms for learning activities. As the class roster is also uploaded in LumiNUS, librarians are able to track whether the students have completed the activities
- Upload videos, resources for teaching

- TEL Imaginarium – applying Technology-Enhanced Learning tools to support teaching and learning. Librarians collaborate with academics to develop apps
- ILPs and embedded librarians – support modules through customised programs which guide students to find information to complete their assignments
- Open Education Resources – creation of OER collections for various disciplines to promote the use of OER in teaching and learning
- Outreach programs



- Embedded Librarians – 2 librarians embedded in Ridge View Residential College and ALSET.
- Embedded librarians are academics teaching students



- Created a [libguide on OER](#) along with more than 20 discipline-specific OER materials (for subject librarians to work with their faculty who are considering adopting OER for use in their specific subject or discipline)
- Reach out to faculty in new semester to identify OER material to support curriculum
 - ✓ Promote OER in orientation programmes for faculty
 - ✓ Librarians to send targeted emails to staff
 - ✓ Target new instructors / faculty assist in one on one outreach effort
 - ✓ Target new modules
 - ✓ Evaluate the adoption rates of OER in end 2019



- Workshops for alumni learners – workshops to teach alumni learners new skills and use of tools
- Researcher Unbound workshops – workshops open to the NUS community to learn research skills
- Bicentennial events – talks and exhibitions to commemorate Singapore's Bicentennial
- Interdisciplinary workshops – Media Literacy to Medical studies, Patents, Entrepreneurship and Market research for Science and Engineering students



Give Yourself a Leg Up

Discover tips and tricks to kick-start your assignments



Information & Media Literacy (IML) is a fully interactive NTUlearn eLearning course for all first-year undergraduates*. Take a journey with IMIL the robot in 5 bite-sized units (15 minutes each) and learn to:

- Identify info types
- Discover databases
- Use search strategies
- Understand copyright
- Evaluate info quality
- Spot misinformation

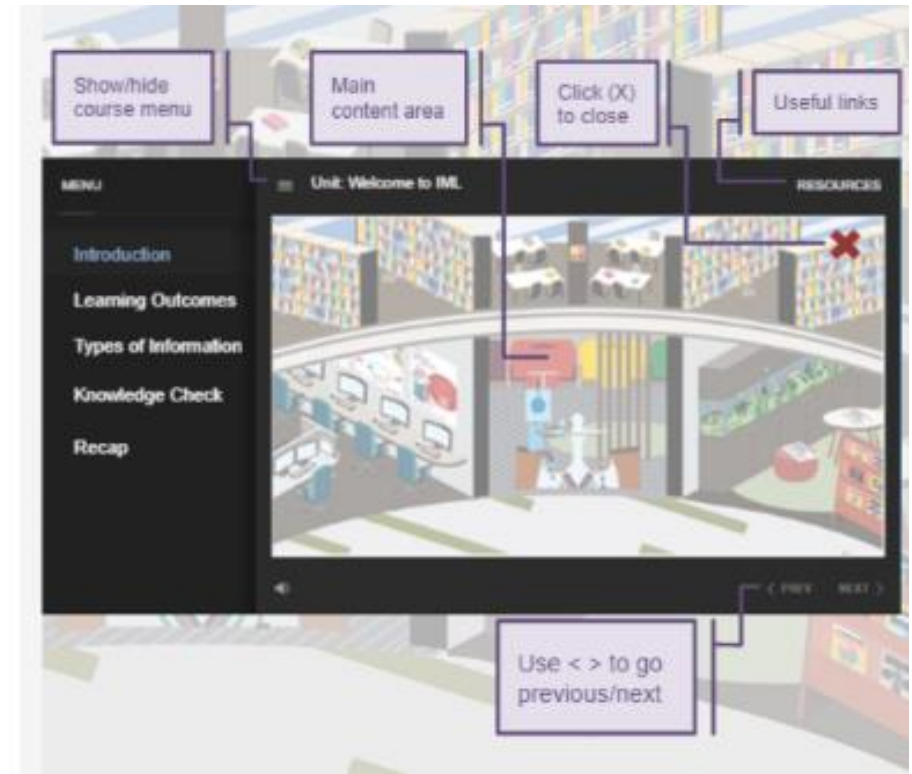
**Launch the
IML Course
in NTUlearn today!**



IML Contents at a Glance

- Unit 1: Types of Information
- Unit 2: Information Searching
- Unit 3: Evaluating Sources
- Unit 4: Using Content
- Unit 5: Identifying Fake News
- Assessment

You are here



Supporting Students' Learning: Information & Media Literacy (IML) Programme

- Replacement and enhancement of the Information Literacy Undergraduate program (ILUG) programme
- Launched 17 Jan 2019
- Fully interactive, media-rich
- Series of 5 bite-sized (<15mins) units
- Assessment at end of course
- Self-paced (Netflix style, binge-learning)

Students who have started IML

Participation Rate: 20.6%

*1267 out of 6143 pre-enrolled students
(as of 22 March 2019)*





HISTORY NATURE CONFLICTS ACTIVITIES ▾ USEFUL LINKS

REFERENCES ABOUT ME



Home

Welcome!

Have you ever wondered why our civil society groups are so docile compared to many other countries? Or curious about what they are doing?

If you are even remotely interested in these issues, this is the site for you! Particularly so if you have an inclination in environmental activism.

The site is split into 3 main sections. "History" talks about the general

- Librarians working with Faculty
- Create about 170 teaching blogs yearly
- Complements the Blackboard Learning Management System
- Online Portfolio of Students Projects
- Exhibition of Student Works : Virtual exhibition cum archival

Technology Enhanced Learning (TEL)



Nanyang Business School
BM3501 Marketing Strategy

- 2015, NTU embarked on the journey to develop online learning modules under the TEL initiative.
- The goal was to develop or transform 1,500 courses over a period of five years.
- As of 3 July 2018, 365 TEL courses were developed
- NTU Library exploring the feasibility of curating TELs which can be made available to the public.



- One stop shop for Course Reading Titles
- Create Course Reading List with Leganto
- Project commencement: July 2019

Benefits of Leganto: Faculty

- Create **dynamic lists of citations** from a range of sources - print or electronic Library resources, streaming video, websites, textbooks, journals, and more
- Easily **update content** and **reuse elements** or duplicate whole lists for other courses
- Fully leverage library subscriptions to **enhance learning affordability**
- Allow selected **collaborators** to **edit** and **manage lists**

Benefits of Leganto: Students

- Find all of their **course readings in one place**, recommend resources, and post comments for discussion
- Access resources directly from the LMS – **no separate log-in credentials needed, no broken links, mobile friendly**
- Have **direct access to articles** via the Leganto citation link
- Save money with reading lists that **greatly leverage library and campus funded materials** as well as open web content

There may be new demands for institutional hosting of OERs

Should OERs be hosted in:

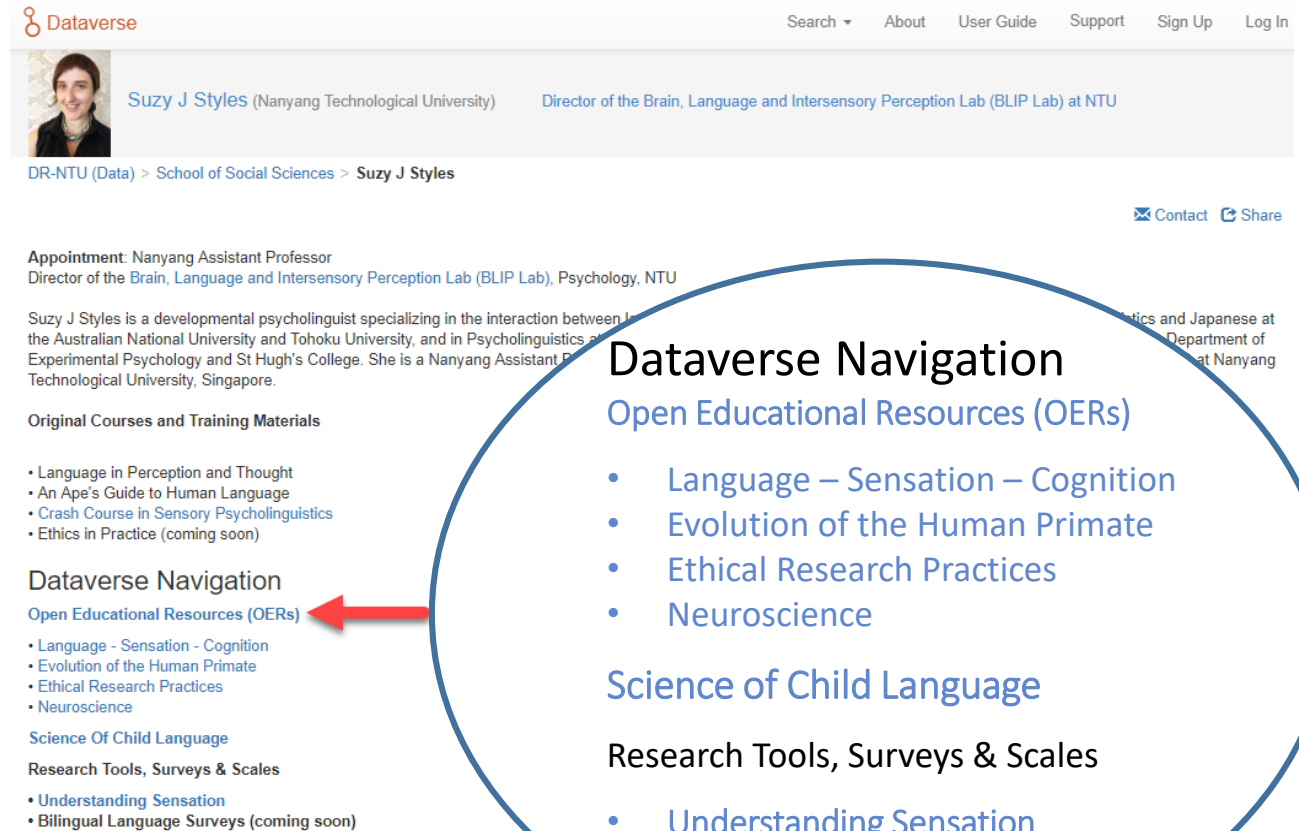
- Institutional repository for papers?
- Institutional repository for research data?

The lines are blurred when research outputs include OERs.


Current functions available in repository:

- DOI for persistency
- Self-curate, self-publish
- Versioning
- Auto-generated downloadable citation
- Sharing license – default: CC-BY-NC
- Keeping track of downloads

Example of a sub-space created by a NTU professor for her OERs in the institutional repository for research data, alongside her other sub-spaces for her research outputs:



Dataverse Search ▾ About User Guide Support Sign Up Log In

 **Suzy J Styles** (Nanyang Technological University) Director of the Brain, Language and Intersensory Perception Lab (BLIP Lab) at NTU

DR-NTU (Data) > School of Social Sciences > Suzy J Styles ✉ Contact ↗ Share

Appointment: Nanyang Assistant Professor
Director of the Brain, Language and Intersensory Perception Lab (BLIP Lab), Psychology, NTU

Suzy J Styles is a developmental psycholinguist specializing in the interaction between Japanese and Japanese at the Australian National University and Tohoku University, and in Psycholinguistics at the Department of Experimental Psychology and St Hugh's College. She is a Nanyang Assistant Professor at Nanyang Technological University, Singapore.

Original Courses and Training Materials

- Language in Perception and Thought
- An Ape's Guide to Human Language
- Crash Course in Sensory Psycholinguistics
- Ethics in Practice (coming soon)

Dataverse Navigation

Open Educational Resources (OERs) ←

- Language - Sensation - Cognition
- Evolution of the Human Primate
- Ethical Research Practices
- Neuroscience

Science Of Child Language

Research Tools, Surveys & Scales

- Understanding Sensation
- Bilingual Language Surveys (coming soon)

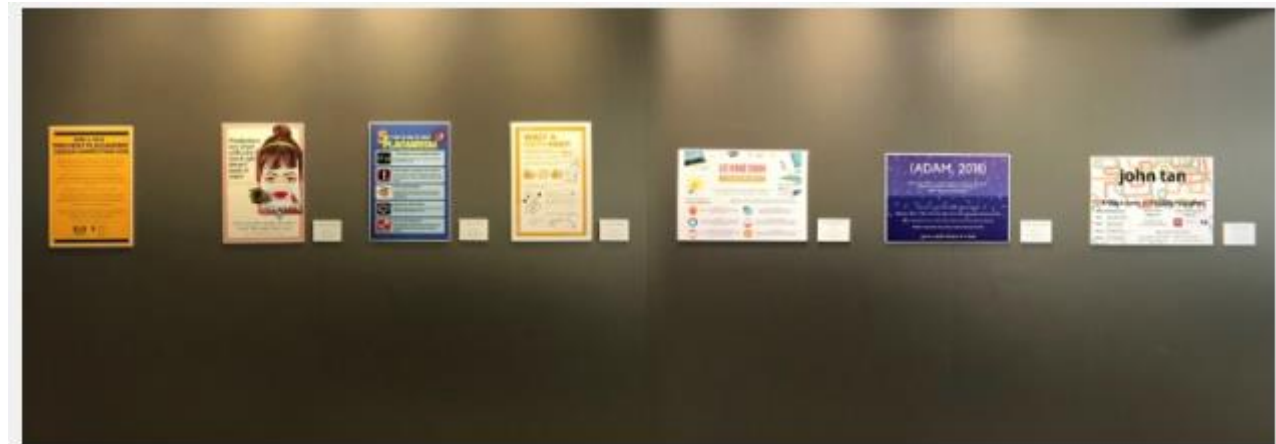
Business librarians @ Business School – Embedded Librarianship



Re-imagining Library Spaces



Collaboration with - School of Law, SMU; SPH, NTU, RSIS



For the second time around, SMU Libraries collaborated with the Student Council of Discipline (SCD) and the Centre for English Communication (CEC) on a design competition about preventing plagiarism. Led by the 16th Council of the SCD, this initiative advocates SMU's CIRCLE value of Integrity where students could choose from one of the following modes of communication - video, poster and name tent.

Students researched using SMU Libraries' award winning interactive online resource, Avoiding Plagiarism through the APA Citation. CEC helped to promote the competition to the Programme in Writing and Reasoning (PWR) students who addressed a similar topic as part of their problem-based learning.



Bite-Sized Library Workshops



RESEARCH
SKILLS



DATABASES:
WHICH DO I
USE?



WRITE IT WELL



PRESENT WITH
PIZZAZZ



APA STYLE
Reference List
Creation

CITATION
MANAGEMENT
SUITE



WORKING WITH
DATA

ANLY482

USERS WHO OVERDUE

Jack borrows 'Financial Accounting' on 7th April, **Saturday at 7pm**

He has to return the book by latest Sunday 1.30pm. This gives him an **assigned loan period** of 18.5 hours.

He returns the book 24.5 hours later, on Sunday 7.30pm. This gives him an **overdue period** of -6 hours.



Jack
Year 1
School of Business



Loan Timestamp	07/04/2018 7:00:00 PM
Return Timestamp	
Hours Borrowed	
Assigned Loan Period	
Overdue Period	
Overdue?	

IDIS100

INTRODUCTION | METHODOLOGY | KIASUISM | ATTRIBUTES | SOCIAL | DISCUSSION

RESEARCH QUESTION:

What are the factors that influence students' preferences for certain study spaces?

3 FACTORS

1. Kiasuism
2. Physical Attributes
3. Social Groups

STUDY 1: QUANTITATIVE

STUDY 2: QUALITATIVE

4

of 34

- **Open Education Week 2019.** SMU Libraries was a listed contributor to [#OEWeek](#) in March, contributing a 5 minute video [‘Understanding OER’](#).
- **OER Champions!** In an announcement to the SMU community, we celebrated our faculty champions already using Open Textbooks in their courses.
- In the past year, **225 SMU students saved approx. \$65 000**, based on the price of the last used commercial textbook. This was publicised on Instagram/Facebook to engage our community.
- **Partnered with the University’s Centre for Teaching Excellence** to raise awareness.

[OER Research Guide](#) on how to find, review, and adopt OER.



Thomas Claeys @_ThomasClaeys · Mar 1
openeducationweek.org/resources/unde...
Ready for the [#OEWeek](#)



SMU Libraries @SMULibraries · 4m

A shout-out to our faculty using Open Textbooks that have saved SMU students over \$65,000 in the past year! @SMULibraries supports [#OEWeek](#) through raising awareness on Open Educational Resources and other initiatives that facilitate equitable access. [#SMULibraries](#) [#OEWeek](#)



1 student saves
\$294.70*



225 students save
over \$65,000

Opportunities

Come from champions or supporters of library who know the value of information literacy skills.

Embedded librarian initiative was successful because of these champions and also the work librarians do to engage and connect with academics in their own environment.

Challenges

Include engaging students with relevant examples via both online platforms and face-to-face sessions.

Although almost all students are more comfortable learning from an online program, they have stated a face-to-face session is more effective. Therefore, the challenge is to balance the use of online delivery of content and the face-to-face time for clarifying, discussions, etc.

Upskilling OIKLS Librarians:
Foundations of University Learning & Teaching (FULT)
PILOT Programme with NTU's Teaching, Learning & Pedagogy Division (TLPD)

42
LIBRARIANS

15
HRS
include learning

THE MODULES

- Learning & Teaching within the University
- Beginning with the End in Mind
- Assessment for Learning
- Designing Learning Activities
- Facilitating Learning

PRACTICE & FEEDBACK

ACHIEVEMENT OF CERTIFICATE

Librarian A
Good supportive resources; clear structured content; good interaction; variety of instructors.

Librarian B
Reinforcement of key learning outcomes through submission of assignments

Librarian C
Theoretical underpinnings in pedagogy.

Librarian D
Activity and practice make the courses more intuitive. Detailed; comprehensive.

The Issue

- Librarians play a significant role in educating students/users/internal staff
- Few librarians are pedagogically trained though many have some experience in teaching
- A need for skills broadening / deepening (especially when roles are rotated every 3-6 years)

The Reward

- Acquire **deeper and broader practical skills** and understanding on course design, teaching, learning assessments and communication with students
- Have **increased confidence, competency and credibility** in our inevitable role in students' learning and education
- Understand **NTU's approach** to learning and teaching, and suitably **align OIKLS's approach**.
- Be awarded training **certificate** by Deputy Provost / Associate Provost upon **successful completion** (same as faculty)

- Challenges
 - Students overestimate their ability to conduct research and how to go about finding relevant and appropriate information
 - Students prefer asking their peers rather than librarians
 - Being an integral part of the faculty and students' workflow
- Opportunities
 - Use of student assistants to help other students by training them to answer questions and conduct tours etc.
 - Student Peer Helper Project (in progress)
 - Collaborative projects with students with the library as the industry
 - Multiple touch points for engagement with faculty and students using a variety of platforms