

SOTL based Strategic Pedagogical Development Initiatives in a Millennial University: The SUTD Experience

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ABSTRACT: Singapore University of Technology and Design is the 4th autonomous university in Singapore and was founded in 2010, in collaboration with MIT. It is unique in its pedagogy and academic structure, and embraces a forward-looking, open academic culture. For instance, it adopts cohort-based learning, team teaching, interdisciplinary curriculum, instilled with design thinking and active learning approaches, supported by suitable learning spaces and technology. In many ways, SUTD represents a new age millennial university.

Learning Sciences Lab (LSL) is the latest addition to SUTD's Office of Education and was set up in July 2016 to support instructors through strategic pedagogical initiatives. As a millennial university, pedagogical development at SUTD was expected to be progressive compared to traditional or mature universities.

This paper presents LSL's attempt to strategize and implement sound, context-specific pedagogical developmental initiatives at SUTD, using a SOTL approach. Several focus groups and interviews were held with various stakeholders such as undergraduate students, graduate teaching assistants, faculty members and management.

This explorative study suggested that the usual pedagogical seminars and workshops may not be sufficient for sustained pedagogical support. The results also identified reflective practice of Scholarship of Teaching and Learning (SOTL) and Community of Practitioners to be a means of continued/lifelong professional development in Teaching and learning for the instructors.

The next question is on the implementation and impact of such pedagogical development initiatives on teaching and learning. The presentation explores how SOTL could be encouraged, the challenges, possible approaches to overcome these challenges and ways to measure the impact of SOTL on teaching and learning [1, 2]. The presentation attempts to stimulate critical thinking, discussion and possibly collaboration with participants on institutional practice of SOTL and ways to measure the impact of such pedagogical initiatives on teaching and learning. It is anticipated that the presentation will be useful to both millennial and traditional universities in rethinking their pedagogical developmental initiatives and in evaluating these initiatives.

REFERENCES

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- [2] Kenny N, Watson GP, Desmarais S. Building Sustained Action: Supporting an Institutional Practice of SoTL at the University of Guelph. *New Directions for Teaching and Learning*. 2016 Jun 1;2016(146):87-94.