

Promoting Teaching Excellence through Peer Sharing of Best Practices and New Pedagogies

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Teaching should not be an isolated and lonely experience

Peer sharing at CIE serves to:

affirm good teaching practices

share and disseminate effective teaching practices

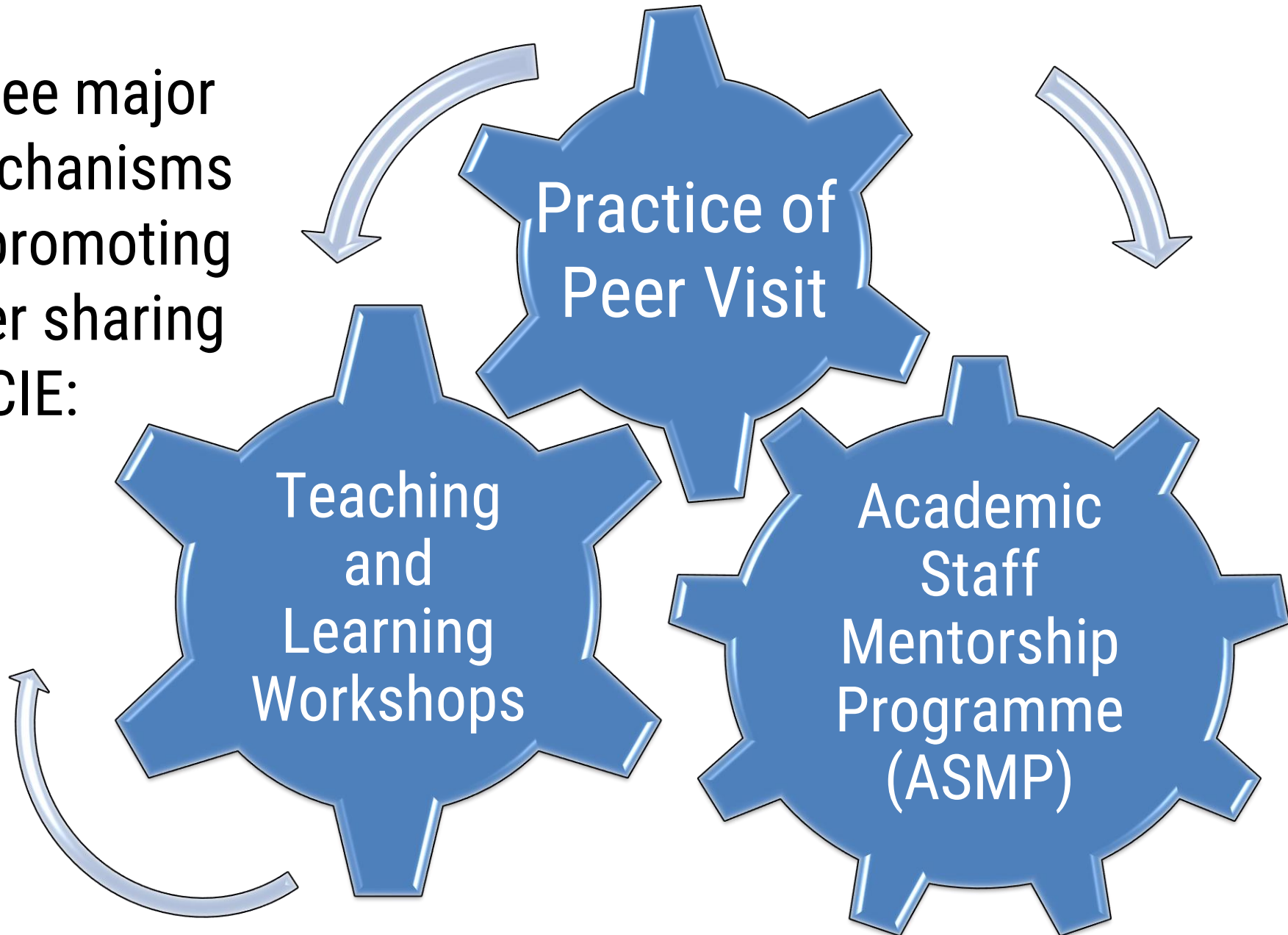
encourage new pedagogies and provide new insights

foster a stronger sense of collegiality

provide two-way, reciprocal learning opportunities

CIE Peer Sharing Practices

Three major mechanisms in promoting peer sharing at CIE:



I. CIE Academic Staff Mentorship Programme (ASMP)

I. ASMP - Objectives

Objectives: To serve as a form of induction for new lecturers to acclimatize to the teaching and learning culture at CIE

To provide opportunity for seasoned lecturers to share the knowledge and experience

To foster a stronger sense of collegiality between new and more seasoned colleagues

I. ASMP – Pairing of mentor and mentees

AY 15-16

14 pairs of Mentors
and Mentees

AY 14-15

9 pairs of Mentors
and Mentees

I. ASMP - Evaluation

Online survey:

- **August 2016**
- 5 mentors and 4 mentees participated

Focus Group Discussion:

- **September 5, 2016**
- 8 mentors and 2 mentees participated

I. ASMP - Feedback

Benefits

(for BOTH
Mentors and
Mentees):

Reflection on one's teaching

Enrichment of course contents

Mutual sharing of teaching
methodologies

Familiarization with internal
processes and systems (e.g. QA)

Teambuilding

Friendship

I. ASMP - Challenges and Way Forward

Challenges (based on feedback)	Way Forward
<ul style="list-style-type: none">• Mentors and mentees might not be teaching in the same course• Mentors and mentees might not be in the same campus, even though they are in the same team• Mentors and mentees might have very different time schedule, scheduling meetings may not be easy	<ul style="list-style-type: none">• Course matching, physical proximity and time tabling are important factors to consider
<ul style="list-style-type: none">• If mentor happens to be immediate supervisor, mentee might not feel too comfortable on asking certain questions.	<ul style="list-style-type: none">• Avoid assigning immediate supervisor as mentors
<ul style="list-style-type: none">• Mentor not sure about his or her advice is sufficient to help mentee	<ul style="list-style-type: none">• Guidelines on clear roles

II. CIE Practice of Peer Visit

II. Peer Visit - Objectives

Objectives: To facilitate mutual sharing, reflection and enhancement of teaching quality among peers

To support and develop teaching skills both within the same discipline and across disciplines

II. Peer Visit – No. of Class visits vs. Peer visits

Academic Year	Class Visits		Peer Visits	
	Full-time Lecturer	Part-time Lecturer	Full-time Lecturer	Part-time Lecturer
2015-16	38 (21%)	24 (22%)	34 (19%)	5 (5%)
2014-15	26 (16%)	29 (25%)	19 (12%)	3 (3%)

II. Peer Visit - Evaluation

Online survey:

- **September 2016**
- Sample size: 12 participants

Focus Group Discussion:

- **September 28, 2016**
- 6 participants

II. Peer Visit - Feedback

75%

strongly agree and agree peer visit can improve their **classroom management skills**

58%

strongly agree and agree peer visit can help them develop their classroom **questioning and feedback techniques**

83%

strongly agree and agree peer visit
can help them **identify areas for
improvement** in their teaching

84%

strongly agree and agree peer visit
can help them **reflect on their
teaching**

66%

strongly agree and agree peer visit can help colleagues **share good practices** in dealing with issues relating to learning and teaching

75%

strongly agree and agree peer visit can provide **mutual support among colleagues**

II. Feedback on Peer Visit (vs. Class visit)

66%

strongly agree and agree peer visit makes them **feel more at ease** compared with the formal class visits by their supervisors

50%

strongly agree and agree in addition to the formal class visits, **peer observation has helped them improve their teaching effectiveness.**

Lecturers Comments from Focus group:

Supervisors' feedback
are more specific
whereas peers feedback
would be less specific

Lecturers tend to be
nervous and did more
preparation to prepare
visit by supervisor.
Lecturers tend to be
more relaxed if visit is
by peer

II. Peer Visit - Challenges and Way Forward

Challenges (including feedback from focus group)	Way Forward
It takes time for some lecturers to feel comfortable with the practice of peer visits	More promotion and encouragement by Division Leaders and senior management would be helpful
Peer visit feedback might not be very clear and honest, afraid of hurting feelings of colleagues	More guidelines on feedback and education on the rationale of peer visits
Difficulty in time schedule and lack of volunteering lecturers	More promotion on cross discipline peer visits. Invite performance groups on simulation and role play

III. Teaching and Learning Workshops

III. Teaching and Learning Workshops - Objectives

Objectives: To enhance teaching quality through a series of workshops/talks offered by mostly experienced lecturers of the College that focus on both e-learning as well as other general topics on teaching and learning

To promote the sharing of good practices by awardees of the CIE Teaching Excellence Award

III. Teaching and Learning Workshops – Frequency & Attendance

	No. of Workshops/Talks	No. of Participants
AY15-16 Sem. I	7	181
AY15-16 Sem. II	8	156

Schedule : lunch time on Fridays

Requirement: 2 workshops per semester

III. Teaching and Learning Workshops - Quantitative Feedback (Sem. I)

AY15-16 Semester I	Mean Score (out of 5)	No. of Participants
Assessments	<i>N.A.</i>	15
Google Forms	4.2	11
Classroom Management	4.7	15
Digital Storytelling	4.6	21
Basics of Flipped Classroom	4.5	20
TEAS Awardees Sharing	4.7	9
Turnitin	4.6	9

III. Teaching and Learning Workshops - Quantitative Feedback (Sem. II)

AY15-16 Semester II	Mean Score (out of 5)	No. of Participants
Google Docs	4.7	18
Qualtrics	4.9	13
Video Camtasia	4.7	31
MOOC	4.4	17
Using Online Video	4.8	13
Advanced Moodle	4.8	23
Mobile Apps in Teaching	4.8	21
English Language as MOI	4.3	20

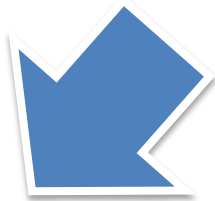
III. Teaching and Learning Workshops

Challenges and Way Forward

Challenges	Way Forward
Lecturers are very busy especially in the end of semester	The workshop will be recorded and viewed later
Need a greater variety of topics	Encourage more colleagues to give suggestions; External speakers might be one option
Very rush during lunch time	Reschedule to a more convenient time

Conclusion

Reciprocal and 2-way peer sharing has proven to be an effective tool to:



Affirm, promote and disseminate good teaching practices



Foster a strong and healthy collegiality

Thank you!

Q & A