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I wish to welcome all readers to this volume of INSIGHT. The theme of this volume is "Fostering Innovation and Leadership in Teaching". It looks at how academic staff can investigate their own teaching using a number of methods and sources use the findings to further develop themselves as scholarly and research-led academic teachers, to enhance student experience and to advance their personal careers. It also looks at possible ways for the university to recognise, acknowledge and reward teaching excellence. The issue about teaching innovation and leadership is indeed crucial to teaching excellence and producing quality graduates is the key aim of all institution of higher learning today.

Dean's Message

This volume of INSIGHT features five articles contributed by lecturers from the Centre for Language Studies, Faculty of Resource Science and Technology, Faculty of Economics & Business, Faculty of Medicine and Health Sciences, and Centre for Applied Learning & Multimedia. The first article, "Researching to Customise Teaching for Millennials?" discusses an on-going debate concerning the present group of young students in the university. The current cohort of undergraduates, among others, has been called as "the millennials", and is posited to different learning preferences and learning needs due to the way they were brought up. The students are most commonly claimed to have different learning approaches and use of ICT for learning, due to their immersion in the digital world at an earlier stage of their lives. What is interesting is that, this article looks at three non-ICT related characteristics namely time-management, flexibility and immediacy, as elements of learning which would help the millennials to survive in university classrooms. The article also discusses how we can systematically research our teaching to customise teaching for the millennials in the classroom. The second article "Research-led Teaching: Revisiting the Primary Role of University Academics" explores the important issue of research and its relationship to teaching. The article also discusses the symbiotic relationships between research, subject-matter expertise, and information recentness, and its subsequent effect on teaching. This article also calls for inclusiveness of various teaching strategies in looking at innovation in teaching.

The article "Innovation and Leadership in Tertiary Education" argues that tertiary education should equip students with tomorrow's essential skills which include innovation, entrepreneurship, leadership and communication skills. It provides definitions of innovation and discusses strategies to foster innovative culture in the context of higher education. In a similar vein, the fourth article, "Fostering Innovation and Leadership in Teaching – The View of a Clinician", the author shares his views on the value of teaching, why and how a lecturer can be innovative in his or her teaching. It also discusses how leaders of academic institutions can facilitate excellence and leadership in teaching. The final article "Innovation and Leadership in Teaching and Learning - How we can do it well in UNIMAS" discusses how leaders and lecturers in Unimas could work towards innovative teaching and learning in tandem with Pelan Strategik Pengajian Tinggi Negara (PSPTN).

Lastly, I wish to thank all contributors to this issue of INSIGHT. I hope that this issue of INSIGHT will serve as useful reading for all lecturers at UNIMAS, as we continue to strive to ensure our students have meaningful and successful learning experiences. In continuation from the theme of this issue, the next issue of INSIGHT (Volume 21) will focus on the theme "Evaluating Teaching". We would like to invite you to discuss issues on Evaluation and its role in informing teaching and learning. It is an opportunity to develop an understanding of the importance of evaluation of teaching, explore various evaluation methods to complement the standard university evaluation instruments, as well as consider the links between evaluation and the values and practices of the reflective professional. Your articles may take the form of a summary of research output, an anecdotal account of personal experience in the classroom, or a critical analysis of certain topics or issues related to the theme. We look forward to receive your contributions soon.

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Dean, CALM*



Researching to Customise Teaching for Millennials

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Have we tried well-tested methods of teaching and motivating students, and found that they didn't work? This is partly because we are using ways which worked for us, but not for students who are currently in their early twenties and in our classrooms now. Our university students are millennials, often defined as those born between 1980 and 2002 (Howe & Strauss, 2000) - which places them between the ages of 10 and early thirties.

Millennials are so different that lecturers who want their students to learn well have no choice but to study them and find ways to make their teaching work. The millennials are not a generation who can be coaxed or coerced to fit into a mould. It is not a matter of waiting for them to grow up and become like us – their uniqueness will remain, and the phenomenon means their idiosyncracies need to be handled in teaching-learning situations. This is because, individual differences aside, the millennials have the characteristics of their generational cohort because they have “shared the same set of life experiences and undergone events in society at approximately the same point in development” (Mangold, 2007, p. 21).

Millennials are born to parents who eagerly anticipate their arrival, watch over them and plan their every move (Wilson & Gerber, 2008). They have “helicopter parents” (Litzenberg, 2010, p. 409) who put them through a tight schedule of activities such as music, sports, tuition and other social activities. When they are on their own in the university environment, the millennials no longer have their parents to regulate their life. Time management becomes a problem and assignments may be completed shoddily or turned in late. In addition, the millennials also cannot “pay the price of learning” and it is difficult for lecturers to expect their students to do outside reading, work on tutorial problems on their own and rehearse for oral presentations (Litzenberg, 2010, p. 410). Mangold (2007), in writing about nursing education for the millennials, emphasised the importance of coursework assignments that accentuates “doing” rather than “knowing”, for example, simulation activities. “Experiential learning can help students appreciate different points of view and develop a better understanding of their own perceptions, values, and culture” (Kraus & Sears, 2008, p. 5).

Another characteristic of the millennials which some lecturers have encountered is their requests for flexibility. Nowadays students negotiate not only assignment deadlines but also the type of coursework assessments if they do not perform well. This is the generation who grow up with their parents giving in to their demands as a reaction to their own experience of growing up in homes with authoritative parents. The millennials do not comprehend rules as their lecturers do – millennials are accustomed

to choice and flexibility. They may ignore assignment rubrics and would perform assignments on their own terms, and at the same time expect a high score, regardless of whether their work fulfilled the given requisites. While some lecturers do try to teach their millennial students about rules and the need to obey prescribed rules, others give students some leeway in choice. For example, Wilson and Gerber (2008) suggested giving students a choice between guided questions and bigger projects, and between teamwork and individual work, to take account of individual preferences. Lecturers who are inclined towards giving individual work need to know that students perceive activities emphasising individual learning (i.e., tests, lectures, movie clips, readings) as less effective than those promoting a sense of community (i.e., discussions, examples from lives of students and lecturers, group projects) (Kraus & Sears, 2008). Wilson and Gerber also stressed the importance of thoughtful processing and critical analysis, rather than extensive coverage of content, bearing in mind that the millennials can go through large amounts of texts without actually reading and comprehending them in depth.

The millennials are “24-hour people” and they can be interacting in social media in the wee hours in the morning (Litzenberg, 2010, p. 410). What this means for lecturers is that, their students expect immediate response to emails and messages. If students make the effort to go to their lecturers’ offices, they expect their lecturers to be there when they want to see them. Because of their “narcissistic” orientation (Stein, 2013), millennials cannot grasp the fact that others may have their own personal commitments and schedules. In the teaching-learning context, the millennials would also then expect instantaneous feedback on their performance in activities and assignments. Wilson and Gerber (2008) compared the millennials’ expectations for frequent feedback to how ATM receipts provide immediate feedback on account balance. This is an expectation which lecturers may have difficulty fulfilling in their grading, particularly when dealing a large number of students in class. However, without the almost instantaneous feedback, the millennial students most often feel “lost” about their personal progress in learning because they habitually lack self-judgment skills. They are used to their parents giving them accolades over every small achievement so much so that they feel disappointed if they do not receive constant affirmation for their actions (Stein, 2013).

In this article, I have intentionally omitted the millennials’ penchant for technology, multitasking and interactivity which have received much attention in numerous articles about millennials. Instead I have chosen three main characteristics of millennials which have direct impact on how millennials take to university learning. The new breed of university students is here to stay. Instead of hoping for them to change to fit previous expectations and practices, lecturers will have to be proactively adjusting teaching styles and strategies to cope with how millennials learn. Instead of trying out teaching strategies at random, I would advocate a systematic research on university teaching to reach out to millennials in our lecture halls effectively.

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Research-led Teaching: Revisiting the Primary Role of University Academics

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Do you know that seven out of ten science students in this university opined that lecturers who are active in research and publication teach better? In fact, four out of five students in a science faculty here preferred lecturers who can use research information in their teaching rather than only textbook facts. These statistics are not arbitrary conjectures but are the results of a simple empirical survey done in 2010. They are not mere personal opinions but are from a published report (Sim, 2010). As such, the connection between research activities and university teaching is a veritable and verifiable certainty. In other words, when a university contemplates research-led teaching, the matter of whether research acculturation by lecturers leads to effective teaching is a major concern.

A study by Sim (2010) to research students' perception of effective teaching and learning inadvertently led to the affirmation that research competence and teaching capability are mutually inclusive. Why is this so? Keen observation and objective reckoning for over a decade as an academic have steered me to propose three reasons.

Subject matter expertise

Categorical bond between research prowess and knowledge proficiency is a natural relationship. From here, familiarity with knowledge effects competency in subject matter which then facilitates functional instruction. However and undeniably, some educators still dispute the positive correlation between effective teaching and knowledge competency, and there are even more educators who would contest the interconnectivity between research ability and instructional capability. Traditional paradigm in pedagogy often position effective teaching to align closely with a structured instructional process of lesson planning and sequence in teaching. The processes of teaching outweigh content familiarity in importance for a conducive learning environment. While this may be the mainstay of pragmatic philosophy in school education, it is not necessarily apposite for higher institution of learning. The explanation by Kinchin and Hay (2007) explained that teaching that is not led by research impedes attainment of expert status in learners, and consequently, produces superficial learning outcomes. This



reinforces the proposition on the need and relevance of research-led teaching in university. University education envisages deeper understanding of knowledge concepts and theories. It is at the university that research activity becomes a non-negotiable prerequisite. In-depth probing of knowledge gap, rethinking on contemporary philosophies and scrutiny of current theories is the heart of a bona fide university – the pulses of which would feed the lifeblood of its learning community. By this, lecturers lagging in research-activeness cannot attain subject matter proficiency well enough to effect and inspire good learning among students, regardless of an unswerving compliance with institutional teaching rules and lesson structures. University education should be about inspiring learners to learn rather than confining students to follow a set of learning rules. It is the freedom of unravelling knowledge through the concerted efforts of faculties and students that defines a university and differentiates it from the school.

The foremost reason
for an academic career
in a university should
be to satisfy the quest
for research. In essence,
good teaching is highly
supported by active
research.

Information recentness

A mentor of mine once said that information taken from textbooks is at least ten years old while that acquired from academic journals will provide the latest explanation. He often reminded me that if I do not keep in touch with the latest happenings in my field of expertise, in time, I would fall far behind in my research acuteness. Indeed, in the disciplines of Molecular Biology and Biotechnology, knowledge and technological know-how have evolved by leaps and bounds from the time I started work in my field. Facts thought to be valid yesterday can be argued as inaccurate today. Past theories have been redefined, and previous concepts can be remodelled. With these in mind, it is not erroneous to assume that lecturers who are not research-driven and seldom keep abreast of knowledge development in their fields would be in tight spot when pressed for current issues in the subjects taught by them. They would not be able to provide quality supervision to undergraduate projects, and will be unable to engage intellectually with peers in research forums. Proactive students will find such lecturers to be outmoded educators, a sad disappointment in the pursuit of knowledge. As a result, research-starved lecturers reduce the scholarly appeal of a university's repute. On the other hand, lecturers who are active in research and publication enjoy the concession of using examples from their research pursuits and findings to aid in explaining theories and concepts. My personal experience on this matter revealed that students clearly benefited from educational settings that expose them to current research development. In fact, in my study, three out of five science students surveyed, showed preference for a learning environment that is strengthened by a research-based agenda under the tutelage of research-driven instructors (Sim, 2010).

Innovative teaching

When it comes to innovative teaching, educators in this university habitually turn to methods of instruction that are hinged on the inclusion of information and computer technology (ICT). For instance, E-learning and associated online forum platform have become an institutionalised requirement, while social media resources such as Youtube and Facebook are tools popularly sought by younger lecturers. The inclination to correlate ICT with innovative teaching stems from the belief that students nowadays have an acute sense of propensity to ICT, thus the best way of delivering a lesson should be via the variegated avenues of information technology. While this notion may be true to a certain extent, ICT should not be an overwhelming influence in university education. The focal point of tertiary learning must begin with the elucidation of concepts and theories through research activities. Knowledge creation and its processes of discovery are then explained to students by means of appropriate information technology. It is this facet of education that truly describes innovative teaching in a university, and not the mere reiteration of textbook facts using the resources of ICT. A case in point is my experience in teaching 3D structural models of proteins in the subject of Bioinformatics whereby actual research activity and findings form the basis of designing tutorial lessons. Familiarity with the experimental process and interpretation of findings provided greater access to guide the students better in the tutorial sessions. More pertinently, given that bioinformatics analysis of protein structures is within my research interest, I was able to explain in clearer detail on their biological significance based on a computational interpretation. Had my lessons not been led by a research scheme, the whole tutorial exercise would have just been training on technical skills, devoid of academic worthiness.



Such approach to innovative teaching is not something novel and has been proven by others much earlier on. For example, studies by Sexton and Upton (1987) revealed positive reception and learning outcomes of an innovative approach in the use of student personality profiles to design lessons for an advanced-level entrepreneurship course. The premise for technological innovation in teaching is derived from the results of empirical studies using personality test on students. Aligning my personal classroom experiences and the findings of Sexton and Upton (1987), it is evidently safe to infer that there exists a direct and positive association between constructive outcomes of innovative teaching and research-led strategy.

Primary role of academics

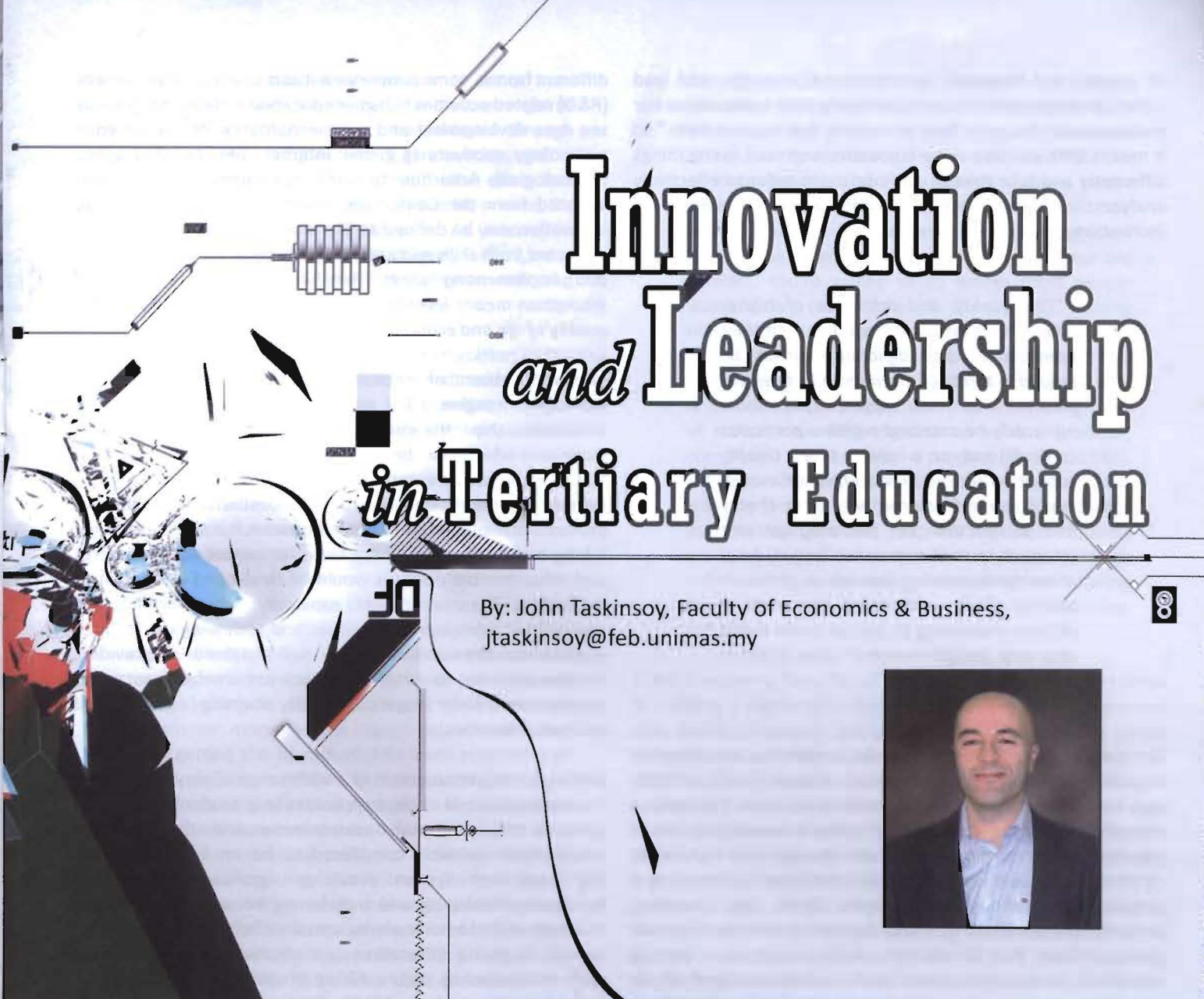
Research-inspired teaching is clearly a step forward for any institution of higher learning that aspires towards academic excellence. The situation of lecturers unabashedly flouting the prominence of research work and allying themselves with the faction for school-styled teaching should never be a predominating predicament.

If university lecturers are zealous over teaching, they should be fanatical about research. It is only research prowess that can positively influence excellence in teaching. Adroit compliance with pedagogical rules alone cannot substitute for poor research ability when it comes to ensuring effective teaching. In my study, university students who participated in the investigation were fully aware of and in favour of the notion (Sim, 2010). It would be appalling if lecturers question the value of research to support active learning in university classrooms. The foremost reason for an academic career in a university should be to satisfy the quest for research. In essence, good teaching is highly supported by active research. Quintessentially, the primary role of an academic has to be aligned with what he/she teaches and researches, to remain continuously relevant in his/her field of expertise. This ostensibly forgotten principle has to be revisited and acculturated in the university ethos before the hallowed hall of academia in this university becomes the hollowed alley of mediocrity.

“This ostensibly forgotten principle has to be revisited and acculturated in the university ethos before the hallowed hall of academia in this university becomes the hollowed alley of mediocrity.”

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Innovation *and* Leadership *in* Tertiary Education

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Today's higher education institutions are often criticized for stifling innovation and not playing a more vital role in development of the society and the economy. Many interested parties (e.g. parents, businesses, and society) argue that tertiary education needs to do substantially more to equip students with tomorrow's essential skills necessary to solve local, national, and global problems. Furthermore, competition among businesses and between students are fiercer today than ever before due to the scarcity of opportunities for companies and shortage of quality jobs for students once they enter the job market after graduation from a higher education institution. Skills such as entrepreneurship, innovation (creativity), leadership, and business communication are not only intertwined, but they also feed from each other to create a perfect working model for success.

Global business environment is so dynamic that it changes quite rapidly; thus, most multi-national companies are increasingly requiring prospective employees to be innovative with leadership skills, which are also most commonly known as soft skills (intangible) that employees in management positions must possess. Now the question is how the progress of a particular program involving these skills at a higher education institution can be measured so that it could be labeled as a success or a failure based on its final results. After all, these

programmes must be funded by somebody for their existence, and as a direct consequence of that, an appropriate assessment framework has to be put in place for a continuous measurement of progress. The answer to the earlier question above is not very straightforward because the assessment of such a program in many ways tends to be very subjective and the criteria of assessment are often very different than those in quantifiable subjects (e.g. mathematics, finance, or other science related courses). For instance, Van Ginkel and Dias (2007) stress that quality in higher education should not be merely satisfied through conformity to some traditionally accepted standards because fostering innovation in tertiary education requires extraordinary activities beyond conventional methods.

It is sort of obvious that good leaders must have excellent leadership skills, otherwise they cannot lead; however, it may not be crystal clear to people that good leaders must also be entrepreneurs, inventors, and exceptionally good public speakers (communicator). Steven Covey once said, "Seek first to understand, and then to be understood," meaning, analyze your audience and know where they stand, and then construct your message accordingly by keeping it short and simple (KISS). It would be really awkward thinking about innovation and totally ignoring other complimenting skills; communication, leadership, entrepreneurship, and interpersonal communication which are

all needed and necessary to understand, motivate, and lead others. As Albert Einstein said it perfectly, "We cannot solve our problems with the same level of thinking that created them," so it means that we have to be innovative and start doing things differently and take risks as appropriate in order to effectively analyze the needs of students which is the foundation for motivation.

"The quality and relevance of higher education institutions, together with their programmes and diplomas, cannot be judged in terms of given models, however perfect they may seem. They must ultimately be assessed within a particular context, and at a given time. Quality cannot be derived from a universal model, and it cannot emerge only from theory and abstraction or, following present attempts toward commercialization, have response to market interest as its main criteria. Quality is the result of a series of actions responding to precise social needs at a very specific moment" (Van Ginkel & Dias, 2007)

The government of Alberta, Canada, explored a new direction for Alberta's advanced education system (AAES, 2005), and the idea was to come up with ways how the tertiary education would be involved in creating a learning society in Alberta. The comprehensive exercise showed that high levels of innovation could only be sustained through embedding a culture of innovation in every aspect of life (e.g. education, personal and professional work). Innovative society, in simple terms, means that a society quickly adapts to changing conditions in its environment with understanding of all its strengths, opportunities weaknesses, and threats (SWOT) so that necessary adjustments or improvements can be made to weaknesses or emerging opportunities can be grasped before it is too late.

Unfortunately, not all innovative ideas are practical or useful, in fact, some of them hardly makes sense; then, it becomes important how the term "innovation" is defined and what constitutes a concept, a product or an idea innovative? The word innovation is somewhat elastic and people understand very

different from it; some people view it as research & development (R&D) related activities in higher education systems, others may see it as development and commercialization of leading-edge technology products (e.g. the Internet, I-Phone, and space technologies). According to AAES' innovation definition, also adopted from the Conference Board of Canada's definition, innovation may be defined as *"A process through which value is extracted from skills and knowledge by generating, developing, and implementing ideas. Reaching the full potential of innovation means leveraging ideas and knowledge to enhance quality of life and economic development."*

The world absent of innovation would have been still in the dark ages. Imagine a life without airplanes, electricity, cars, computers, ships, the Internet, cellphones, and so many other inventions which have been made possible through innovation that is enormously essential in sustaining a high standard of living for the humankind. Of course, innovation is not only about products or tools we use to make life easier, it is also about living a long and healthy life where cures for cancer, AIDS, diabetes and other terrible diseases would be developed as a result of innovation. The environment, especially global warming, can also benefit from innovative ideas and technologies. Through innovation, communities can be self-sustained by providing creative solutions to social issues such as homelessness, waste management, water irrigation, and city planning (e.g. parks and recreation facilities).

Although innovation occurs in a wide range of ways and places involving people in various capacities (e.g. student, employee, scientist, employer, small business owner, and others), tertiary education is certainly considered to be an integral part of the innovation system providing significant value-added functions: developing and transferring knowledge; equipping students with tomorrow's essential skills; enhancing human capital; fostering innovation and creativity; and partnering with businesses to secure future employment opportunities for graduating students (AAES, 2005). Knowledge and highly skilled human capital are prerequisites for innovation which is also a necessary ingredient for a knowledge-based economy. The primary objective of higher education should be teaching and training students as well as providing them the necessary skills such as problem solving, analytical thinking, creativity, leadership, interpersonal, and business communication through which students can either recognize their existing capacities or developing new ones to support innovation. Alberta Advanced Education System worked on some principles to build a general framework which includes the following:

- a. **Knowledge-based:** as mentioned earlier, knowledge and its holder (human capital) are closely related; moreover, they are also prerequisites to innovation. Students will utilize all the skills and training they receive during tertiary education and put them to use in the form of innovation,
- b. **Cross-fertilization:** innovation should benefit the society and the economy. Innovative ideas should flow across all facets of life (e.g. businesses, educational institutions, communities, public and private enterprises) to increase standards of living globally,
- c. **People-centered:** human capital is at the centerpiece of innovation and continuous development of innovative ideas will depend on highly skilled human capital (students),



- d. **Long-term perspective:** innovation is not a one-time event; therefore its dynamic nature requires sustainability which can only be achieved through well executed strategies fostering innovation, and
- e. **Network-based:** innovation is a collective effort that involves an array of people across public, private, for profit, and nonprofit organizations. An innovation system includes developers, buyers, sellers, end users, promoters, market players, governments, and other interested parties.

Building an innovative culture at a higher education institution requires substantial time, patience, and involvement of different members of the society (e.g. families, companies, entrepreneurs, law makers, investors, government, and others). The indispensable components of innovation in a tertiary education are both students and teachers (skillful human capital) without whom creative spirit cannot be unleashed. Here are some useful strategies to create an innovative culture in higher education institutions:

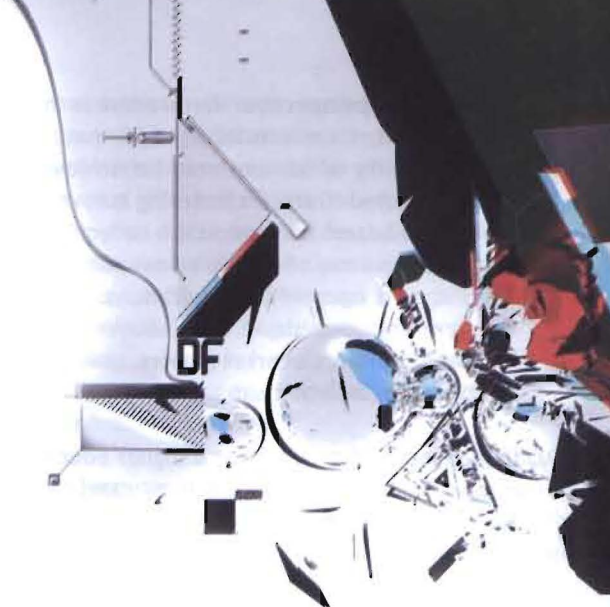
- Let every student play the role of an inventor/entrepreneur: one of the teaching approaches that can be effectively used in this respect is the inclusive teaching which focuses on inclusion of everyone who is willing to learn and be part of the learning experience; moreover, not a single person is excluded from getting the opportunity to learn regardless of their invisible disabilities. In this teaching style, all learners are included and engaged in the curriculum in the classroom environment or activities that they have been asked to perform. Inclusive teaching does not in any way discriminate learners based on different backgrounds, cultures, social values, beliefs, religious rituals, physical and intellectual impairments, or other incapacities (Taskinsoy, 2013),
- Motivate students to achieve their potentials: the learning needs of students change constantly and it evolves as their needs change and new ones become available. Some students are motivated internally (intrinsic), others need external (extrinsic) forces to be motivated. Thus, teachers need to understand that teaching methods must be differentiated to meet the learning needs of intrinsic and extrinsic learners. Terrel Howard Bell, the Secretary of Education in the Cabinet of President Ronald Reagan, once said; "There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation",
- Make good use of communication technologies: some students may have excellent ideas but they may be shy about submitting them. A forum (online) can be provided for students to freely exchange their views, thoughts, and ideas. Also, a reward (e.g. RM250) can be set up for the best innovative idea, concept, or product because extrinsically motivated students consider the performance of an activity and the attainment of goals more important than the actual feelings of participants. Competition, monetary rewards and fear of punishment are more obvious components of extrinsic motivation, and
- Encourage students to take risks: innovation and entrepreneurship are closely interrelated skills which require students to be decisive and competitive

through leadership ability. Discipline, advanced planning, timely execution, and collaboration with others are also important and necessary elements of risk-taking. Richard Branson, billionaire founder of Virgin Records and Virgin Atlantic Airlines, better known for his efforts to circle the globe in a hot-air balloon than for his business successes, suggested that "Being an adventurer and an entrepreneur are similar... You're willing to go where most people won't dare" (Van Ginkel & Dias, 2007). Among others, particularly two teaching approaches can be very useful to risk taking; collaborative learning and student centred learning (SCL). Collaborative learning is an educational approach that involves groups of students working together to solve a problem, complete a task, or create a product (Bruffee, 1984). In SCL paradigm, students are actively involved in the learning process in which the learning is evaluated by both teachers and students together. Students are encouraged to construct knowledge through collaborating, cooperating, competing and sharing information with other fellow students (Taskinsoy, 2012a),

There is really no "one fits all" teaching method when it comes to creating a higher education culture where innovation is not only deeply imbedded, but also an integral part of the whole system; on the contrary, the selection of teaching approaches must be customized according to the wide range of special and specific needs of different learners. An effective teaching/learning environment at a higher education institution should include a wide range of different approaches; teacher centred learning (TCL), collaborative, student centred learning (SCL), inclusive, and many others. However, besides students, teachers/lecturers/facilitators are also invaluable components of the innovation system that should not be mistakenly overlooked because the work of motivating students starts with motivated teachers. What tertiary education can do to motivate teachers/lecturers?

Lai (2011) asserts that motivation within individuals tends to vary across subject areas, and this domain specificity increases with age; moreover, intrinsic motivation is animated by personal enjoyment, interest, or pleasure. Intrinsically motivated teachers/lecturers are more interested in intangible aspects of an activity or an event rather than tangible rewards (e.g. money). Teachers are irrefutably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs (Bishay, 1996). As Taylor suggested that salary, as an incentive, can motivate many employees; on the contrary, most research findings show that a pay raise as an incentive has been unsuccessful in increasing university lecturers' motivation because having the passion and being passionate about teaching are far more important for lecturers than receiving monetary rewards. Sylvia and Hutchinson (1985) claim that university lecturers are more motivated through intrinsic elements such as freedom of choice, being in control and having autonomy which in turn foster creativity, better performance and a higher degree of job satisfaction. Greenwood and Soars (1973) believe that teachers feel positive about their job and they are more motivated when students engage in more classroom discussions which lead to other important higher order of needs (social relations, esteem, and actualization). Rothman (1981) suggests

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that teachers who are satisfied with their teaching performance are better recognized by their students who see them more as role models than just teachers (Taskinsoy, 2012b).

Taskinsoy (2012b) asserts that being an educator is unlike any other jobs, it requires such motivators like; a high degree of creativity, innovation, effective communication and a wide range of other important attributes. As teachers, what you do and how you teach can positively or negatively impact the fragile lives of young students; therefore, teachers have an enormous responsibility as well as a unique opportunity to create innovative cultures by positively motivating students. As Maslow would have pointed out, lecturers are motivated by higher level needs such as recognition, responsibility, and achievement (esteem needs or intrinsic motivation). Furthermore, lecturers are also motivated by flexible university policies, existence of interpersonal relations, effective administration, and working conditions (hygiene factors or extrinsic motivation). Lecturers are better motivated when they are provided with time, flexibility and autonomy to design the courses they teach (esteem needs). Receiving credit and acknowledgement of their effort and hard work not only motivate lecturers but it also inspires others to follow the same path. Lecturers' achievements recognized in the community and getting promoted to an executive administrator role (i.e. dean of business school) can be a sign of self-actualization.

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Fostering Innovation and Leadership in Teaching

- The View of a Clinician



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Introduction

In this article, I would like to share my perspective on the value of teaching, why you should be, and can be innovative in your teaching. I will also discuss how authorities can facilitate excellence and leadership in teaching.

Teaching is a Scholarly Professional Activity

Teaching is often viewed as playing second fiddle to research and clinical practice, especially in the field of medicine. The 'see one, do one and teach one' philosophy is, I am sure, quite familiar to practising clinicians. Clinicians would often model their own teachers when they teach.

For example, a Lecture on Liver Cirrhosis, might typically follow the style of a case history, followed by the natural history, anatomy and pathophysiology, clinical presentation, investigation and management. If one hour is assigned to the lecture, usually the speaker will speak for 45 minutes followed by 15 minutes of questions and answers. Yet, how often would we ask ourselves: To what extent was the lecture effective in meeting the audience's learning objectives? Are there any other ways of teaching we could use to achieve the same outcome?

As academic-clinicians, how aware are we, of the vast number of good quality research in pedagogy (the science and art of teaching)? As clinicians, we will automatically translate the best available evidence to our clinical practice, or as academics, we will always keep up to date with the latest research in our field of interest. Why then, as teachers, are we not translating research in pedagogy into the way they teach? Should the status of teaching not be elevated to that of research or professional practice?

It may be that many academics-clinicians have little or no formal training in teaching skills. It may be that the current culture does not attach much importance to teaching. Teaching is as much an art as a science. It incorporates your attitude towards teaching, your passion, your personality, with your knowledge and skills of how to teach.

Teaching is therefore a scholarly, professional activity. To me, it is no different to other professions where you have to keep up to date, and practise based on the best available research evidence.

So readers, what is your personal view of teaching?

What is innovation in teaching?

Innovation is simply using a different way of teaching to achieve the same outcome you wish your students to have.

The idea of innovation in teaching may be difficult to conceptualise, so here I give two examples to illustrate: the first is a scenario in the world of business, and the second, a day to day example in the 'classroom':

Scenario One: 'Poor Company Sales'

Imagine you are a company manager and noticed that your company's sales figure had dropped. Staff morale is low and staff absences are high. You engage an external company to perform a survey to find out why, and to your surprise, the staff reported dissatisfaction in their work environment: - they dislike coming to the office which looks dull and uninspiring, and complain that work desks are scattered over many floors, despite them working in the same team.

Following this, you appointed an interior designer to redesign and redecorate the office, group staff from the same team or unit together so they are in close proximity and can frequently mingle. You also opened a kitchen area for staff where they can take a coffee break and network with other colleagues. Following this, you evaluated this change and found out that not only had morale and staff absences rate improved, but your sale figure had increased too.

In this example, you have introduced innovation and improved productivity simply by modifying the environment in the workplace. It is innovative because you have used a 'different way' to achieve the 'same outcome'. The 'traditional' way of management might have been disciplining staff whose attendances are poor, and to cut the salary of those with poor sales figure. The outcome in this case is improved sales figure. For medical readers, the disease in this case was poor sales figure, which presented with 'symptoms' of low staff morale and high staff absences. Your investigations revealed staff dissatisfaction, and your management included redecorating the workplace.

Scenario Two: 'A Boring Lecture'

You noticed your students are frequently falling asleep during your lectures. You decided to change the format of your lecture, by breaking up the students into groups to work on a case study 20 minutes into the lecture. You chose to break up the students at 20 minutes because that is the time that you noticed most of your students were nodding off. Furthermore, you decided to give your students pre-lecture reading material and Multiple Choice Questions to 'stimulate' their enquiring mind/ 'prep' them before coming to your lecture.

By doing this, you hope they will listen to your lecture more carefully to look for the answers to the MCQs. After introducing this, not only had you noticed NO students falling asleep, student feedback were excellent too.

The teaching in this case was innovative because you have used a 'different way' to teach. Innovation NEED NOT be about using the latest technology. It is about using creative ways to achieve the same outcome.

Innovation as a Process

Some readers might prefer to have a framework of innovation in their mind, so I will attempt to explain the process of innovation in teaching from the way I see it:

- 1) What is the need/challenge?
- 2) Collaborate – brainstorm, form ideas
- 3) Pilot
- 4) Implement
- 5) Evaluate

In my training as a medical education fellow, I was fortunate to co-lead a project to introduce computerised patient simulation as a tool for inter-professional learning between nursing and medical students. The **NEED/CHALLENGE** came fortuitously as a new Centre for Excellence in Teaching and Learning had just opened as a reward to a Nursing and Medical School in London in recognition of their excellence in providing professional training in healthcare. I was approached by the clinical skills facilitator at that time to see how I can help to utilise their brand new state-of-art computerised patient simulator.

We **COLLABORATED** with two nursing lecturers and a researcher, and came up with a inter-professional teaching programme for final year medical and nursing students to learn about dealing with common medical emergencies in a safe, supported and simulated environment. Skills in clinical assessment, communication teamwork and leadership are also taught and explored in this programme.

After securing funding to carry out this innovative new programme as a research project, the clinical skills facilitator and I were trained as facilitators and in the art of debriefing for these simulation sessions. The project was **PILOTED** in a smaller group, and subsequently **IMPLEMENTED** for the final year students in both nursing and medical schools. Written

EVALUATION was obtained from students on the usefulness of the session. The research looked at how and why students learn more effectively in simulation. Results of our research were presented in an international conference and published in the International Journal of Clinical Skills (Abbott, Dimmock, Goreham, & Lau, 2009).

Why bother with Innovation in Teaching?

Using a different way of teaching to see your student develop and grow is an enormously satisfying activity. Innovation in teaching is evidence-based and is no different to other professions where you have to keep abreast of the latest development and research evidence. In certain countries e.g. the U.K, the General Medical Council has agreed to implement a framework for doctors to be accredited and demonstrate competence to become a clinical and/or educational supervisor in postgraduate medical training programmes. The authorities in UK recognise that doctors need to be trained in teaching skills and properly accredited to become a supervisor.

How can I be 'Innovative' in my Teaching?

As academics-clinicians, teaching should not be limited to the conventional sense of teaching i.e. delivering a lecture or talk in a classroom. In fact, Ronald Harden, a famous Professor of Medical Education had come up with the 12 roles as a Teacher. Thus, as a teacher, you may be any combination of the below:

Information Provider	- Lecturer - Clinical and Practical Teacher
Facilitator	- Mentor - Learning Facilitator
Role Model	- On the job role modelling - Teaching role modelling
Assessor	- Curriculum evaluator - Student assessor
Planner	- Course organiser - Curriculum planner
Resource developer	- Researcher - Resource material creator and producer

{Pause for thought: In what ways have you been innovative in your teaching role(s)?}

You might want to consider the following:

1) Peer review - Ask an experienced, trained teacher to sit in and observe during one of your teaching sessions to give you feedback.

2) Evaluation from students/participants - Ask your students/participants to give you feedback. An example is given below:

- There are two parts of evaluation. The first part (Form 1) is for the student/participant to take away - it is an aid for them to reflect and file in their portfolio / CPD requirement. The second part (Form 2) acts as a feedback for the 'teacher' running the session - i.e. what was good and what was not so good about the meeting. For example, if the participants like case studies and role play, this can be used again for future sessions, or if everyone complained that the room was too cramped, this can be addressed in future.

- 3) Attend workshops on teaching e.g. how to give effective feedback, small group facilitation skills, how to deal with trainees in difficulty etc.
- 4) Keep up to date with Medical Education journals – e.g. *Medical Teacher*, *The Clinical Teacher*, and *Medical Education*.

Form 1:

Evaluation of Educational Activity - (Your Own Reflection and To Be Taken Away)

Date & Place: _____ Activity: _____

Objectives for the Session:

YOUR PERSONAL OBJECTIVES FOR THE MEETING:

1. _____
2. _____
3. _____

WHAT IMPORTANT OBJECTIVES FOR THE MEETING:
(Something you understand better, something you will do differently in future, a thing you think differently about)

1. _____
2. _____
3. _____

WHAT WILL YOU SHARE WITH THE COLLEAGUES YOU WORK WITH?

1. _____
2. _____
3. _____

WHAT EDUCATIONAL NEEDS DO YOU NOW HAVE IN THIS AREA?

1. _____
2. _____
3. _____

- Put this summary in your portfolio
- Don't forget to share with colleagues
- Ensure you address any new learning needs identified

Form 2:

Feedback to Teacher - To be handed in

Date & Place: _____ Activity: _____

WHAT IMPORTANT THINGS HAVE YOU TAKEN FROM THE MEETING?
(Something you understand better, something you will do differently in future, a thing you will think differently about)

1. _____
2. _____
3. _____

WHAT ASPECTS OF THE MEETING WERE MOST HELPFUL FOR YOU?

1. _____
2. _____
3. _____

HOW COULD THE MEETING HAVE BEEN MORE HELPFUL FOR YOU?

1. _____
2. _____
3. _____

WHAT EDUCATIONAL NEEDS DO YOU NOW HAVE IN THIS AREA?

1. _____
2. _____
3. _____

YOUR NAME AND CONTACT DETAILS - (OPTIONAL): _____

Taking Leadership – whose role is it?

As academic-clinicians, we have to recognise that teaching is an integral part of our academic activity. We have to be innovative and be up to date with latest/'modern' methods of teaching which is evidence based. We have a role to communicate to our Deans and various Head of Departments that we need to develop and maintain excellence in teaching.

Leaders of academic institutions have a vital role to promote and facilitate excellence and innovation in teaching. They can do this by introducing various incentives, opportunities or policies, such as the following:

- a) Creating an Intra/Inter-Faculty 'Best Teacher Award',
- b) Funding workshops to develop teaching skills for lecturers (akin to research skills workshop for lecturers to do research), and
- c) Creating a 'CPTD' (Continuous Professional Teaching Development, similar to 'CPD') system, where lecturers need to demonstrate their competence in teaching, and making 'CPTD' a compulsory activity for their annual appraisal.

To move towards a modern, forward thinking university of the 21st century, we must embrace the enormous amount of good quality research evidence already available in the field of education, and use them to produce graduates who are our future leaders of the nation, the ambassadors of our university, and well trained individuals in the workplace. To do this, we need a teaching workforce who has imbibed the culture of teaching as a scholarly professional activity, a workforce that is well trained and innovative in teaching, and an institution which takes a strong leadership.

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MAIN POINTS:

Teaching is a scholarly professional activity.
Innovation is doing things differently to achieve the same outcome.

Being innovative in your teaching is immensely rewarding.

Applying 'PEAK' – Peer review, Evaluation, Attending teaching skills workshops and Keeping up to date with medical education journals can help you to be innovative in your teaching.

Everyone has a role to promote quality in teaching.

Innovation and Leadership in Teaching and Learning - How we can do it well in UNIMAS



By: Dr Fitri Suraya Mohamad, Centre for Applied Learning and Multimedia, mfitri@calm.unimas.my

What denotes Innovation? Innovation encompasses all initiatives which relate to creating or modifying existing practices to better, improved levels. In teaching, innovation happens in a much more natural manner compared to other fields. The nature of teaching, in that communication and content are key in making any instructional session happen, enable feedback for any exchange to be used to improve the quality of instruction. In teaching, innovation can come in various forms - the shaping of instructional objectives, the choice of resources to use and integrate to present a specific topic, the selection of assessment instruments, and even the way feedback is sought from students throughout a course.

What about leadership? Leadership in teaching and learning is about how leadership can support and effectively manage people who teach and learn at a learning institution like UNIMAS. Leadership is crucial because it addresses physical, socio-economic, cultural, and linguistic needs and diversity in a campus. For a university like UNIMAS, every lecturer is a leader in his/her own right. Lecturers lead each course they teach, and are responsible in managing each learning session that they are responsible for. Leading a class is almost like managing a little country; everyone in the class comes with varying needs and prior knowledge and experience, and they have a variety of expectations that need to be managed when they enrol in every course at the university. To take up the leadership in a class is about making good decisions about how people and resources are managed, to ensure that the goals (or in our case, the course learning outcomes) are achieved at the end of the learning process.

The PSPTN (Pelan Strategik Pengajian Tinggi Negara) was introduced as a strategic plan to improve tertiary

education in Malaysia in a holistic manner. Now in its second phase (2011-2015), for teaching and learning, all public universities are assigned a set of CAPs to achieve each year, and each CAP is intended to address the five strategic thrusts identified in the PSPTN.

The five strategic thrusts of PSPTN are - Management, Leadership, Academia, Teaching & Learning, Research, and Development.

Under the Teaching & Learning thrust, five strategic objectives are created:

- Increase the quality of academic programmes,
- Ensure the achievement of Generic Student Attributes,
- Increase the quality of lecturers in implementing teaching-learning activities,
- Increase the quality of non-academic staff in conducting activities related to Teaching & Learning, and
- Increase the quality of physical facilities to support the process of effective teaching and learning.

For the E-Learning CAP, which relate directly to Teaching and Learning, and the use of technology for academic purposes, the objectives are as follows:

- a) Develop a repository and directory of digital learning materials which can be shared and utilised by all IPTAs, which will gradually develop a sharing culture for E-Learning and Digital Learning content
- b) Encourage a community of E-Learning practitioners and E-Content developers at IPTAs

- c) Provide appropriate E-Learning infrastructure
- d) Produce varieties of E-Content to strengthen learning and instruction
- e) Increase competencies of staff, students and stakeholders through E-Learning
- f) Implement Research & Development in E-Learning pedagogy and technology

In both lists, it is notably clear that Innovation and Leadership are strong elements emphasised in PSPTN goals.

To contribute to the PSPTN agenda, we can either do it in a formative or summative approach, or a mixture of both. To use the formative approach, a course we teach can be improved continuously throughout a semester by:

- Conducting a needs analysis - Knowing who our students are, in terms of their prior knowledge of the content knowledge we are about to teach them, is an important information that can help in the design of learning activities and the way teaching materials are presented to a class
- Eliciting feedback from students about their comprehension of the content knowledge we present in class - Feedback is important to enable us to try different strategies with different students, and it creates a challenge for us to find strategies to address different cohorts of students
- Initiating and maintaining peer-to-peer dialogues about teaching - In UNIMAS, we often hold brown-bag lunch seminars to share research experiences and findings on campus. However, we still lack dialogues with peers to share experiences and classroom findings related to teaching and learning. Reflective practice is crucial to expand our personal teaching competencies, and this is an area that needs serious attention, especially when our core business is teaching and learning
- Reviewing classroom resources - CAIS provides an excellent selection of materials we can use for our courses, but these materials need to be reviewed and "refreshed" continuously, to ensure our students are reading the best available materials to help them master the content knowledge we present in our courses.
- Learning and relearning the teaching craft - There is a famous quote which goes, "A mediocre teacher tells, a good teacher explains, a superior teacher demonstrates, a great teacher inspires." (William Arthur Ward). None of us came into

Leading a class is almost like managing a little country; everyone in the class comes with varying needs and prior knowledge and experience, and they have a variety of expectations that need to be managed when they enrol in every course at the university."

the university teaching scene with any training to teach university students. We learn through experience, using knowledge we picked up over the years of being students in different classes throughout our lives. To continuously improve our teaching skills, there are numerous opportunities to learn and relearn pedagogical knowledge to support the content knowledge we present in our classes. On campus, the PgDip in Teaching and Learning modules are offered during semester breaks, and are open for all UNIMAS staff. Online, there are varieties of materials and interactive web sessions for professionals to learn about new developments in teaching and learning. There have been many groups of professionals in specific disciplines which have created Special Interest Groups that discuss aspects of teaching and learning in their own disciplines, and these are great resources to tap into, to help us learn to teach better.

In conclusion, the focus on innovation and leadership in teaching and learning in the national higher education agenda is a substantial demand on the way we address our careers as lecturers in a public university. To remain relevant, the knowledge and practice of university teaching have to be continuously improved. The multi-dimensional nature of learning, specifically in the era of educating the NetGens in our classrooms today, requires every lecturer to constantly find innovative ways to engage student learning. Horace Mann once said: "A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron." Each year we meet different groups of students, and after they complete their studies, they leave the campus and move on to the next phase of their lives. If we do our job well, and inspire them to achieve great things, they will leave UNIMAS with great ambitions and aspirations, a quality that is not printed on pages of books we use in our courses, but one that we demonstrate and carry with us when we stand in front of a class.

PSPTN FAQ

1. What is PSPTN

PSPTN is the abbreviation used for Pelan Strategik Pengajian Tinggi Negara or National Higher Education Strategic Plan (NHESP)

2. What is the foundation to the formation of PSPTN?

PSPTN was formed based on the Second Thrust of the Ninth Malaysia Plan which stated that to attain the Vision 2020, the country needs to raise its knowledge and innovation capacity, as well as produce first-class mentality.

3. What is the objective of PSPTN?

PSPTN was formulated with the aim to produce human capital that supports the thrusts of the National Mission in order to improve knowledge capability and nation's innovation, as well as inspire first-class mentality.

4. How will PSPTN be implemented?

PSPTN encompasses four phases:

Phase 1 (2007 - 2010): Laying the Foundation

Phase 2 (2011 - 2015): Strengthening and Enhancement

Phase 3 (2016 - 2020): Excellence

Phase 4 (Beyond 2020): Glory and Sustainability

5. What are PSPTN Strategic Thrusts?

The 7 thrusts of PSPTN:

- Widening of Access and Increasing Equity
- Improving the Quality of Teaching and Learning
- Enhancing Research and Innovation
- Strengthening of Higher Education Institutions (HEIs)
- Intensifying Internationalisation
- Enculturation of Lifelong Learning
- Reinforcing Delivery Systems of MOHE

All these thrusts outline the targets and goals of the national higher education.

6. How are the plans translated into actions?

For the first phase of PSPTN implementation, a National Higher Education Action Plan (2007-2010) was produced as guidance to initiatives that need to be implemented to ensure the success of the strategic objectives outlined.

Critical Agenda Project (CAP) were created to foresee the achievement of PSPTN. Through the creations of project groups at the central level and the implementation level at HEIs, a Project Management approach was used. Monitoring of implementation is closely done by the Programme Management Office of MOHE, in collaboration with all the programme management office at the institution level (iPMO) of all HEIs.

7. What is the connection between CAP and PSPTN Thrusts?

There is no one-to-one connection between CAP and the strategic thrusts. There are cases where the achievement of one CAP will support more than one strategic thrusts, or the achievement of a few CAP will support one specific strategic thrust.

Basically, the accumulated achievement and outcome of the entire CAP will lead to the achievement of the 7 PSPTN thrusts.

8. What are the institutional aspects that are given emphasis in the Plan?

There are 5 institutional pillars that are emphasized in the PSPTN: Governance, Academic Leadership, Learning and Teaching, and Research and Development. All 5 pillars were appointed as CAP, which are supported and interacted with 18 other CAP of PSPTN; which brings the number of CAP to 23 (as of June 2011).

9. Do all HEIs need to implement the appointed CAP?

All HEIs need to execute certain initiatives for all CAP that have been identified to be implemented at institutional level. Nevertheless, targets set for each HEI are closely related to factors like the maturity of the university, capability of resources and its intellects, infrastructure etc.

10. Are the polytechnics and community colleges involved in the PSPTN?

The polytechnics and community colleges involvement in PSPTN is crucial and important especially under the thrust context that is related to the Widening of Access and Enculturation of Lifelong Learning. For Phase 2 of PSPTN, the importance and priority placed upon TVET makes the polytechnics' and community colleges' roles and contribution become more compelling.

*Extracted from: <http://www.mohe.gov.my/portal/en/psptn-faq.html>

The full PSPTN document can be read here: <http://jpt.mohe.gov.my/DASAR/PSPTN.php>

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