

### **Project Summary for IAL Website**

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<b>Project Title:</b>	Examining the Implementation of Practice-based Work Approach for the Professional Learning of Associate Faculty
<b>Project Number:</b>	GA21-01
<b>Year of Approval:</b>	2022
<b>Funding Source:</b>	WDARF
<b>Objectives and intended outcomes of the project:</b>	<p>Objective: Examine the design of a practice-based learning approach in two graduate certificate courses aimed at building up the SUSS's teaching and learning capacity of Associate Faculty (AF)</p> <p>Intended outcomes:</p> <ol style="list-style-type: none"> <li>(1) A model of Practice-based Work for professional development of educators of higher learning</li> <li>(2) Capacity building of associate faculty, head of programmes, course supervisors and research personnel</li> <li>(3) Publication and sharing with the research and IHL community</li> </ol>
<b>Project Team</b>	
<b>Principal Investigator:</b>	Associate Professor Jennifer Yeo
<b>Summary of Project (up to 300 words)</b>	
<p>This study aims to examine the design of a practice-based learning approach in two graduate certificate courses aimed at building up the teaching and learning capacity of Associate Faculty (AF). AF are the professionals in the industry who teach part-time in institutes of higher learning and/or academies. A practice-based work (PbW) model was adopted to overcome the often missing theory- practice nexus in the traditional sequence of learn-then-apply process of professional learning. PbW, which is based on Barrow's Problem-based Learning and best practices of teacher professional development is characterised by three key features: (1) situate learning in solving real-world problem that reflects the complexity of the learners' actual professional practice, (2) provide a supportive environment (including conceptual, social, cognitive supports) that challenges learners' thinking, and (3) engage learners in reflective practices that develop professional and self- knowledge. A cultural-historical activity theory (CHAT) is taken as the theoretical lens for making sense of professional learning and work of AF. We further take the view that the negotiation to address the different expectations of work and study would generate new pedagogical change and innovation. As a novel professional learning model for AF, we seek to find out: (1) what is the extent of professional learning in terms of changes in pedagogical understanding, practices and innovation, and (2) what are the factors in the design of PbW that mediate or hinder the AF's professional learning, and how? We employ design research methodology to address these research questions so that the findings of one research cycle can inform the refinement in course design of the next iteration of the course implementation.</p>	