IAL ADVANCE

Two MOUs to Drive Digital Learning

A Snapshot of the Current TAE Landscape

Geared Up to Equip Tomorrow's Adult Educators

Building Safe, Harmonious Workplaces
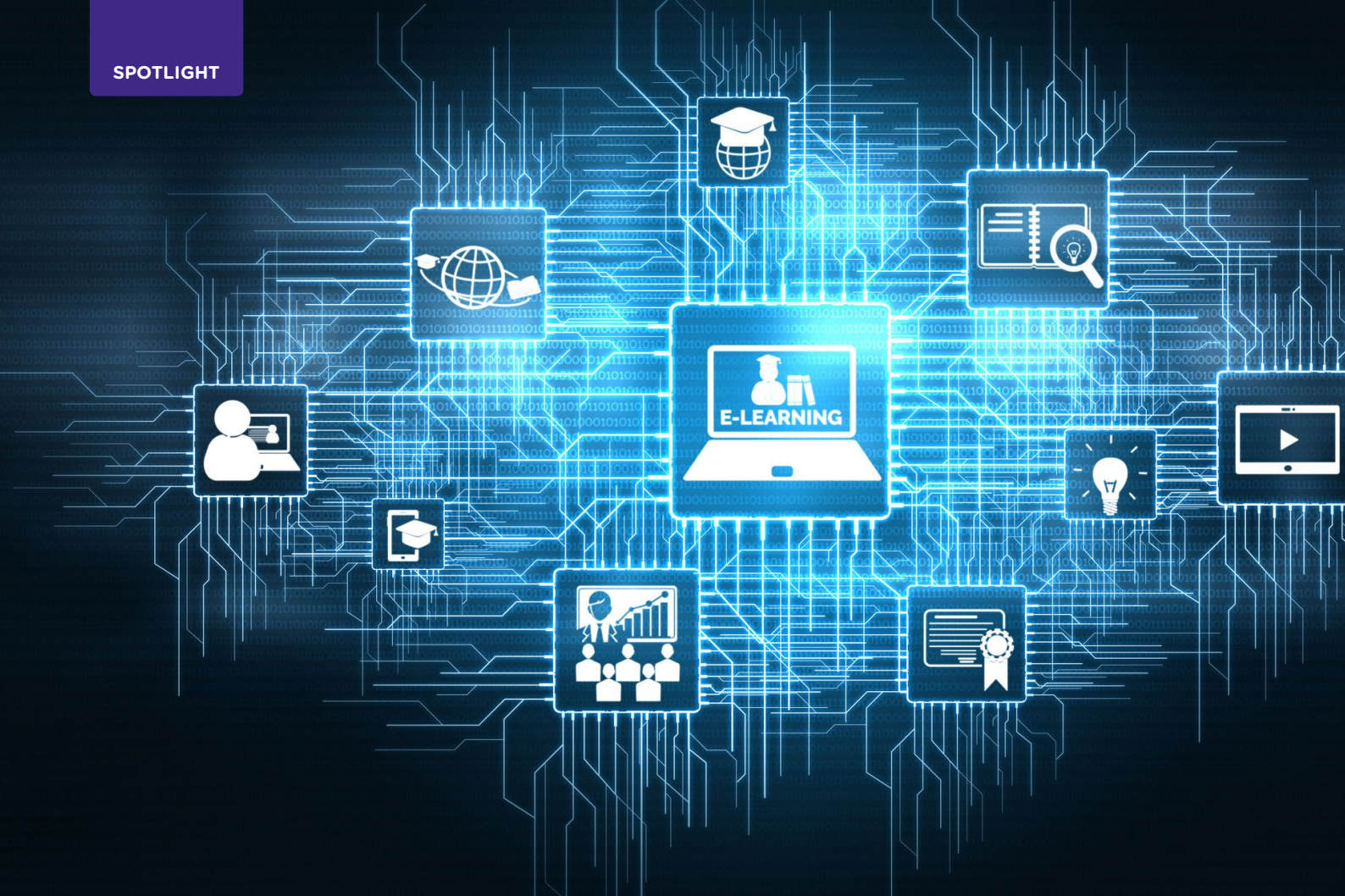
Attaining Greater Heights

For Your Continuing Professional Development

EdTech Tips for You!

TWO MOUs TO DRIVE DIGITAL LEARNING

In January this year, IAL signed two MOUs focused on furthering digital learning in the TAE sector—one with Microsoft to develop a framework for digital andragogy and create a digital learning blueprint based on the tech company's innovation, and another with the Singapore National Eye Centre to proliferate digital learning solutions within the institute. These MOUs are set to take digital learning solutions to another level in Singapore.

In today's fast evolving economy, digital learning solutions are critical—to meet the changing needs of diverse workplaces and to provide more effective, personalised training that can be delivered anytime, anywhere. The rise of digitalisation has also brought about new challenges in training principles and methods, leading to the need to ensure a new andragogy fit for the digital age.

As the National Centre of Excellence for Adult Learning, IAL's latest Memoranda of Understanding (MOUs) are part of the institute's mission to spearhead the proliferation of new training pedagogies and technologies for adult education. Inked with the Singapore National Eye Centre (SNEC) and technology giant Microsoft at the 'Digital Andragogy and MOUs Signing' Ceremony on 11 January 2023, the two MOUs will further drive technology-enabled learning in the workplace. The event was graced by Minister for Education Mr Chan Chun Sing.

Andragogy: Helping Adults to Learn

Orientation	Motivation	Experience	Self-concept	Relevance
Adults are engaged by learning that is problem centred and practical.	Adults are intrinsically motivated by various value-drivers (not simply more money).	Adults have breadth and depth of experience to draw on and apply to new learning.	Adults are self-directed.	Adults need to know how the information is relevant.

Top left clockwise:

Address by Professor Lee Wing On, Former Executive Director of IAL

Digital Huddle Showcase by Associate Professor Justina Tan, Director of Learning and Professional Development Division at IAL

The signing between IAL and Microsoft, graced by Minister for Education, Mr Chan Chun Sing

A DIGITAL LEARNING BLUEPRINT FOR A NEW AGE

Digital learning differs markedly from traditional classroom-learning and is already changing our understanding of training and education, for example, the idea of learning on-demand rather than at a set time and date. Developing a blueprint for digital learning based on a research-based digital andragogy framework is crucial to helping Singapore's Training and Adult Education (TAE) sector navigate these new learning demands and capitalise on the potential of technology-enabled solutions.

IAL will thus work with Microsoft to create a digital andragogy framework which integrates Microsoft innovation to enhance adult learning effectiveness through technology. Focusing on core skills such as problem-solving and transdisciplinary thinking, the framework will demonstrate the use of digital tools in promoting learning outcomes and advise the design and development of learning materials. This in turn will help organisations improve the quality of learning and development (L&D) and create a resilient, digitally inclusive hybrid workforce and community.

Targeted for launch by August 2023, the blueprint will also aid TAE stakeholders in adopting digital learning. For example, training providers and L&D professionals may enhance their instructional effectiveness and ensure their continuing relevance by tapping on the resources and digital tools documented in both the digital andragogy framework and learning blueprint.

> " Through collaborative efforts with valued enterprise partners like SNEC and Microsoft, both leaders in their respective industries, we hope to demonstrate that such joint endeavours can drive, accelerate, proliferate and sustain digital-focused learning for the benefit of the workforce in Singapore. "
>
> **Professor Tan Tai Yong, President, Singapore University of Social Sciences**

Left: Signing between IAL and SNEC, graced by Minister for Education Mr Chan Chun Sing

Right: Digital Huddle Showcase by Clinical Associate Professor Anshu Arundhati, Deputy Chief Executive Officer of Education at SNEC

BOLSTERING THE SKILLSETS OF OPHTHALMIC HEALTHCARE PROFESSIONALS

Singapore's designated national eye centre, SNEC is also a leading regional and international institute for ophthalmic and vision research. It trains one in every two ophthalmologists locally, is a major training institute in Asia, and drives education and faculty development through academic collaborations. With training a key focus of the institute, SNEC recognises the need to continually upgrade and improve its educational services.

The MOU brings together IAL's expertise in adult learning and SNEC's professional training experience. The two institutes will work together to develop bespoke continuous professional development courses and facilitate cross-participation in relevant activities and events. Another exciting area where IAL and SNEC will collaborate is in digital badging—a system will be created to confer digital badges to recognise learning and enable accreditation of industry-related skills and competencies.

Professor Aung Tin, Chief Executive Officer of SNEC, shares, "To enable a future-oriented workforce, there is a need to continuously innovate and develop training programs that use blended learning adult pedagogies and promote inter-professional education. SNEC has been working towards continually improving our training delivery by creating digital content that can be curated and used for a diverse workforce within the eye care system. This collaboration with IAL will enhance our ongoing efforts in the digital transformation of eye care training."

Upgrading the capabilities and competencies of the workforce is essential to keeping our people adaptable and relevant as the workplace evolves. Organisations that thrive are those who invest in their workforce and are able to take advantage of new technological trends to train and equip their employees. IAL's partnerships with SNEC and Microsoft will leverage the strengths of these organisations to spearhead digital learning, and the results, in particular the digital andragogy framework and blueprint, will benefit the larger TAE sector in time.

A SNAPSHOT OF THE CURRENT TAE LANDSCAPE

Recognising that the demands and challenges present in the TAE landscape are constantly evolving, IAL is currently undertaking a national study to gather insights into the organisations and professionals working in the sector. To date, IAL has surveyed about 1,500 stakeholders from training providers to Adult Educators, and other professionals in the TAE sector. Some of the salient preliminary findings are discussed in this article.

Written by:
Dr Chen Zan, Principal Researcher
Tan Bao Zhen, Senior Researcher
Aggie Choo, Researcher
Research Division, IAL

IAL is conducting a national Training and Adult Education (TAE) Landscape Study 2 to gather information about the organisations and professionals working in the TAE sector. The current TAE Landscape Study 2 serves as an iteration of IAL's flagship TAE Landscape series and seeks to collect the updated data of the TAE sector from 2021 to 2023. This iteration continues to investigate areas that are important to key policymakers and national stakeholders of the sector, including:

- Changes in the profile of TAE providers and professionals
- Changes and developments in TAE pedagogical and business innovations
- Changes and emerging trends in TAE jobs and skills
- Impact of COVID-19 pandemic and digitalisation of TAE sector

This ongoing study, which spans from May 2021 till February 2024, adopts a mixed methods approach consisting of interviews, surveys, and focus group discussions.

We conducted over 40 in-depth interviews with 18 training organisations in 2021 to excavate insights such as their perceptions on the industry and their strategies and tactics to make the most of changing circumstances in the TAE sector. From September 2021 to November 2022, an approximately 60-minute facilitated survey was conducted via online sessions with 1,464 training providers[1], Adult Educators[2] and other TAE professionals[3] to track the changes in the profile and practices of TAE professionals and providers as well as developments in the TAE sector. This article presents some preliminary findings from the study to provide an updated overview of the TAE sector.

---

[1] Include public, private, and in-house training providers, EdTech companies that offer training/learning content, corporate university/academy, and new/emerging players in the sector.

[2] Include both full time and freelance trainers, learning facilitators, lecturers, assessors, courseware developers, workplace learning specialists, mentors, learning consultants and solutionists working in the Continuing Education and Training arms of Institutes of Higher Learning.

[3] Include training managers, learning technology designers, human resource managers, business and marketing staff etc.

OVERVIEW OF THE TAE SECTOR IN SINGAPORE

The TAE sector in Singapore has been developing and transforming constantly. Data gathered through the study has given a clearer overview of the make-up of the sector. It consists of public training providers, including the Continuing Education and Training centres in the institutes of higher learning (autonomous universities, polytechnics, and Institutes of Technical Education) and public sector education institutions such as the Civil Service College. The sector also includes in-house training providers, private training providers, business training consultancies, associations, and professional body training arms, as well as new and emerging players such as EdTech companies that offer training/learning content and Corporate University/Academy.
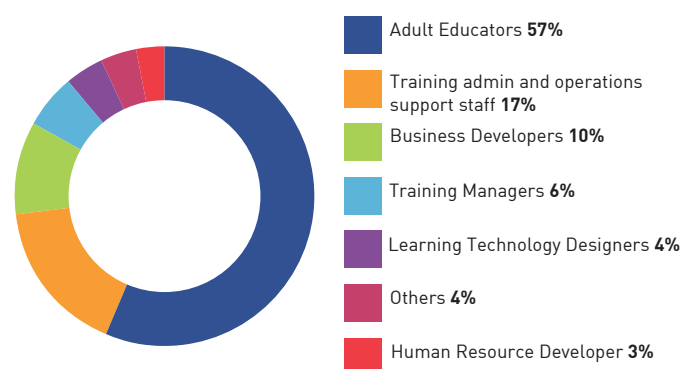
Among the participating training providers (n=265), about 18% offer training programmes and services to the Professional Services sector, including accounting, advertising and marketing, and legal services. Figure 1 shows the top seven sectors with the highest percentage of training provision.

Figure 1. Training Providers by Sectors

Professional Services 18%*	Retail 15%	Education 12%	Security 9%

Healthcare 9%	ICT 6%	Wholesale Trade 6%
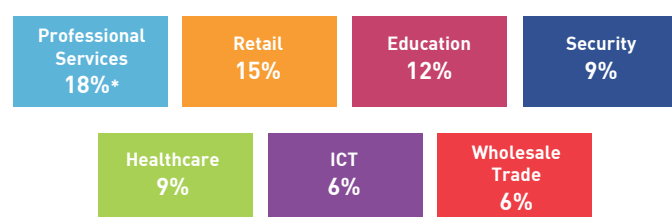
Among the participating TAE professionals (n=1,200), about 57% are Adult Educators who perform the roles of curriculum development, training facilitation, courseware design, assessment, learning consultation, and solutioning. Figure 2 shows the breakdown of the professionals in the TAE sector, by their functional roles.

Figure 2. Profile of TAE Professionals in Singapore

- Adult Educators **57%**
- Training admin and operations support staff **17%**
- Business Developers **10%**
- Training Managers **6%**
- Learning Technology Designers **4%**
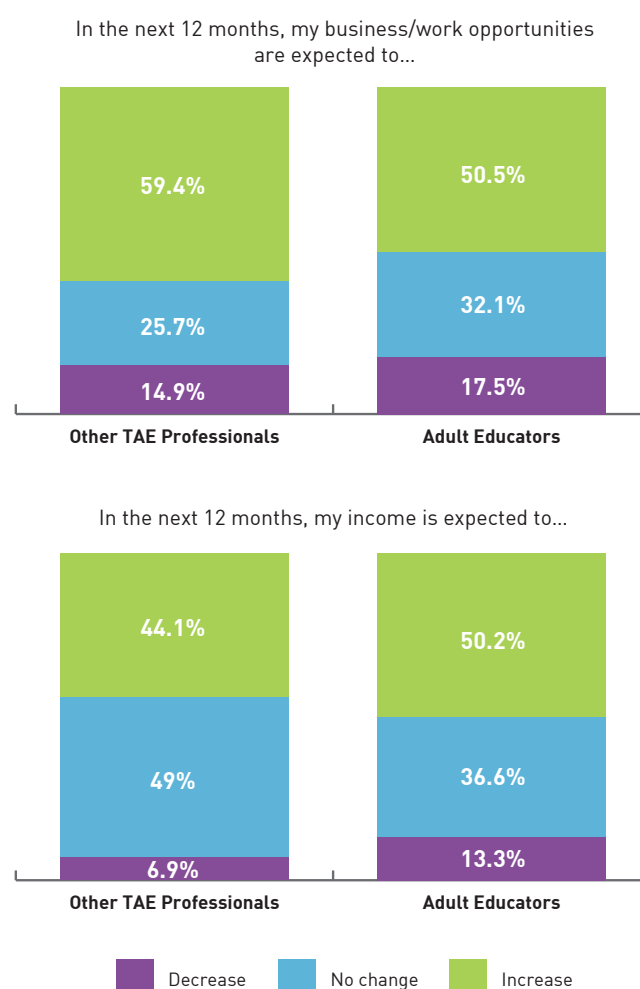- Others **4%**
- Human Resource Developer **3%**

RECOVERING FROM COVID-19

The sudden emergence and rapid spread of COVID-19 had transformed work and learning as we know it. Educational organisations had experienced a complete change in learning modes and mediums at the peak of the pandemic, as governments worldwide rapidly mandated fully remote work and learning to respond to this global crisis.
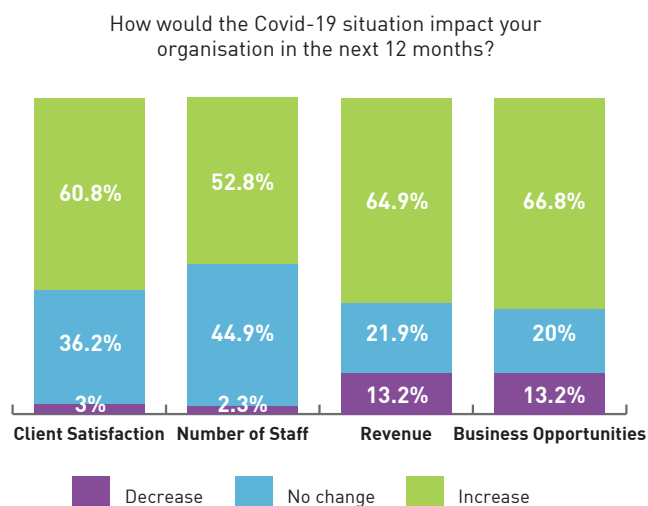
Despite all the challenges, results from our survey imply that the TAE professionals as well as training providers in Singapore seem to be recovering well from the COVID-19 crisis, as can be seen from a rosy outlook of their economic situation for the next 12 months expressed by the participants. More than half of the TAE professionals expect their income and work opportunities to increase (Figure 3).

Figure 3. TAE Professionals' Outlook of their Economic Situation

In the next 12 months, my business/work opportunities are expected to...

	Other TAE Professionals	Adult Educators
Increase	59.4%	50.5%
No change	25.7%	32.1%
Decrease	14.9%	17.5%

In the next 12 months, my income is expected to...

	Other TAE Professionals	Adult Educators
Increase	44.1%	50.2%
No change	49%	36.6%
Decrease	6.9%	13.3%

Decrease   No change   Increase

Similarly, more than 6 in 10 training providers expect an increase in their revenue, business opportunities, and client satisfaction, while over half expect an increase in manpower in the next 12 months (Figure 4).

Figure 4. Training Providers' Outlook of their Economic Situation

How would the Covid-19 situation impact your organisation in the next 12 months?

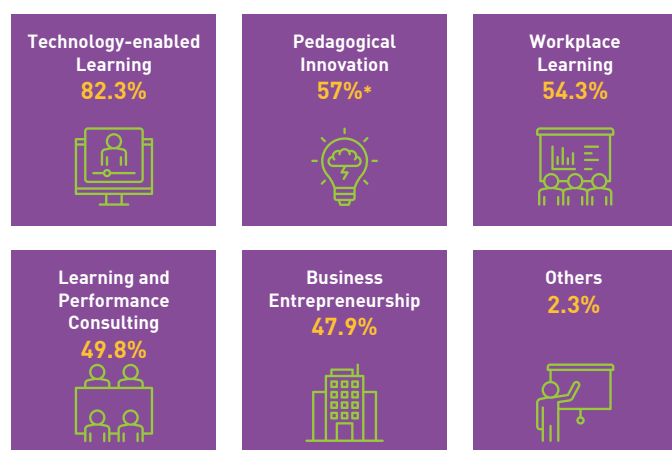|	Client Satisfaction	Number of Staff	Revenue	Business Opportunities
Increase	60.8%	52.8%	64.9%	66.8%
No change	36.2%	44.9%	21.9%	20%
Decrease	3%	2.3%	13.2%	13.2%

Decrease   No change   Increase

SKILLS IN DEMAND

COVID-19 and rapidly evolving business needs have accelerated changes in the TAE sector. In tandem with this, required skills and competencies have also evolved. It is therefore pertinent to know which skills are in demand in the sector, to ensure that the TAE professionals remain relevant and adaptable for lifelong employability and career progression.

Top skills in demand by training providers include technology-enabled learning, pedagogical innovation, and workplace learning. In addition, learning consultancy and business entrepreneurship[4] were selected by almost half of the training providers as an emerging or critical skillset that Adult Educators will need to be equipped with to support their business needs (Figure 5).

Figure 5. Most Demanded Skills by Training Providers

Technology-enabled Learning 82.3%	Pedagogical Innovation 57%*	Workplace Learning 54.3%
Learning and Performance Consulting 49.8%	Business Entrepreneurship 47.9%	Others 2.3%

An area where the perceptions of training providers and Adult Educators concur is the importance of technology-enabled learning as an essential skillset. Like training providers, Adult Educators see pedagogical competencies and training for online learning as some of the most important skills for them to perform TAE related work, in addition to classroom facilitation, subject knowledge and industry expertise (Figure 6).

Figure 6. Top Five Most Important Skills for TAE-related Work Reported by Adult Educators

Knowledge and Understanding of Subject Field 99%	Industry Expertise 95%*	Facilitation/ Training for Classroom-based Learning 95%
Pedagogical Competencies 95%	Facilitation/Training for Online Learning 90%	

From the preliminary findings, these are the areas that training providers as well as TAE professionals could take note of when planning professional development activities. Upon completion of the study in Q1 2024, more in-depth findings and insights will be made available. Stay tuned to get an in-depth understanding of the TAE landscape in Singapore!

---

4   The ability to develop knowledge of future trends and business needs to innovate TAE provisions to create competitive advantage.

GEARED UP TO EQUIP TOMORROW'S ADULT EDUCATORS

Since its inception, ACLP has been a staple course to get Adult Educators started in their careers. To ensure that the programme remains relevant and effective in the fast changing adult learning landscape, ACLP has been refreshed and updated to equip learners with the necessary critical competencies while ensuring that learning will be a continuous, lifelong journey.

Contributed by: Jacqueline Cheung, Deputy Director, Learning and Professional Development Division, IAL

In response to the changing landscape of adult learning and as part of continuous improvement, the WSQ Advanced Certificate in Learning and Performance (ACLP) has been refined and transited into ACLP 2.0.

ACLP is IAL's signature Train-the-Trainer programme, which is designed to equip learners with the Training and Adult Education (TAE) competencies recognised by SkillsFuture Singapore (SSG), to function as Trainers and Assessors of SSG-funded WSQ and non-WSQ certifiable courses. Since its launch in 2019, more than 6,000 individuals have been certified as Trainers and Assessors to date.

WHAT'S NEW IN ACLP 2.0?

ACLP 2.0 adopts a different approach from the previous version of ACLP – making learning a process, not a destination. It focuses on equipping learners with the critical competencies necessary for an Adult Educator and encouraging learners to embark on lifelong learning through available Continuous Professional Development (CPD) courses to polish, broaden or focus their skill sets as they grow in their careers.

A key feature of ACLP 2.0 is the shortened course duration from nine months to three months. The shortened duration is made

possible through enhanced course structure and integration of Technical Skills and Competencies (TSCs), while maintaining the rigour of the programme.
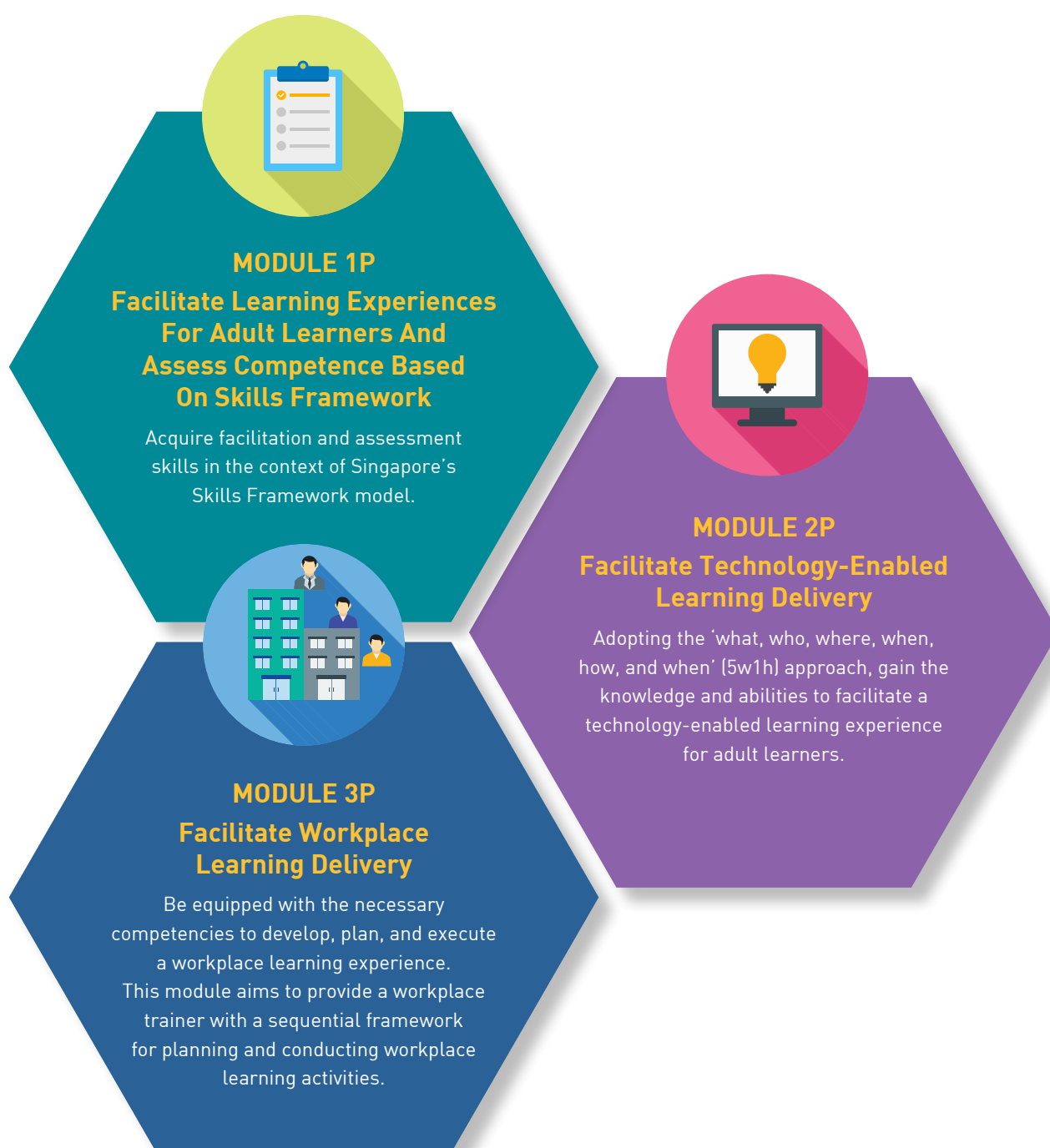
Similar to the previous version of ACLP, ACLP 2.0 is aligned with SSG's Skills Framework for TAE and will continue to cover all the knowledge and abilities within the TSCs, effectively equipping learners with the essentials of classroom facilitation, tech-enabled learning, and workplace learning.

Additionally, in the updated ACLP 2.0, out-of-class assignments have been minimised and replaced with in-class activities.

This will enhance engagement with facilitators, enable instantaneous feedback from facilitators, encourage social learning, and promote better work-life-study balance.

WHAT TO EXPECT IN ACLP 2.0?

ACLP 2.0 is offered year-round in both Blended Learning and Fully Online modalities. Learners may choose between a daytime or evening/ Saturday schedule that will best suit their lifestyle. It consists of three integrated modules:

MODULE 1P
Facilitate Learning Experiences For Adult Learners And Assess Competence Based On Skills Framework

Acquire facilitation and assessment skills in the context of Singapore's Skills Framework model.

MODULE 2P
Facilitate Technology-Enabled Learning Delivery

Adopting the 'what, who, where, when, how, and when' (5w1h) approach, gain the knowledge and abilities to facilitate a technology-enabled learning experience for adult learners.

MODULE 3P
Facilitate Workplace Learning Delivery

Be equipped with the necessary competencies to develop, plan, and execute a workplace learning experience. This module aims to provide a workplace trainer with a sequential framework for planning and conducting workplace learning activities.

WHO IS ACLP 2.0 FOR?

ACLP 2.0 will be relevant for the following groups:

ASPIRING TAE PROFESSIONALS

Keen to facilitate learning and assess adult learners through designing, reflecting, and continuously improving learning activities in various learning settings such as classrooms, workplaces, and technology-enabled learning contexts.

EXISTING TAE PROFESSIONALS

Wish to enhance their sector-domain specialist skills with fundamental and emerging TAE competencies and undertaking business transformation challenges affecting enterprises and workers.

INDUSTRY/SECTOR PROFESSIONALS

Desire to upskill their facilitator skillsets to conduct in-house training programmes effectively for employees within their organisations.

INDIVIDUALS

Keen to enhance general facilitation skills.

Launched on 15 Dec 2022, ACLP 2.0 has received an overwhelming response from the public with all 14 classes in Jan 2023 being fully enrolled within three weeks from the launch.

As the National Centre of Excellence for Adult Learning, IAL strives to continuously meet the emerging skills and demands of the TAE sector through our programmes and offerings. IAL is also in the progress of contextualising ACLP 2.0 to meet the specific needs of various sectors and industries. This will greatly increase the applicability and transferability of learning to real-world challenges and problems. Stay tuned for more updates!

Scan the QR code to learn more about ACLP 2.0!

OUR ADULT EDUCATORS SHARE THEIR PERSPECTIVES ON ACLP 2.0!

Ang Swee Hua

"ACLP 2.0 is a good introductory programme for novice Adult Educators to build a good foundation on meeting demands of a fast moving Training and Adult Education Sector. It is practical as it is only 3 months. Upon the completion of ACLP 2.0, graduates can then upgrade themselves by attending more specific courses in the TAE fields that they are more interested to specialise in."

Lee Kang Yam

"The ACLP 2.0 programme is designed to enable learners to acquire the training and assessment competencies in an integrated manner ensuring quick-to-market transfer of learning to the workplace. The programme encompasses all the tech-enabled and workplace learning skills in addition to the traditional classroom training and assessment skills.

The ACLP 2.0 has gone through successive iterations to remain updated, practical, and relevant to the market. I have confidence that learners will find this programme beneficial and essential to a career in the Adult Education field."

Pearly Sim

"Learners can expect the training to be quality assured and intensive — with coursework to be done and feedback given during training, abilities to be demonstrated with skills practices and practical performance in order to attain the ACLP 2.0 qualification.

The WSQ ACLP 2.0 has gained attention from participants of other countries as the programme was designed by industry experts, conducted by professional and experienced facilitators with the relevant qualifications and sector experience, and accredited by SkillsFuture Singapore."

HEAR FROM IAL'S LEARNING AND PROFESSIONAL DEVELOPMENT TEAM!

Chue Wing Tat
Principal Manager, Adult Educator Management

"The shorter duration of ACLP 2.0 is made possible due to the enhanced course structure and integration of TSCs.

Repetitive assessment criteria are streamlined with the modules' integration, resulting in fewer assessments and time. Learners can learn the core competencies required for their job in a much shorter time and deepen their skills through continuous learning."

Khairul Nizhar
Principal Manager, Learning Systems

"Home assignments will be replaced with in-class activities and social learning, where facilitators can provide instantaneous feedback to learners. For self-directed learning, learning materials in Canvas Learning Management System were simplified and reorganised to improve navigation for quick and easy access."

Lim Li Lian
Principal Manager, Special Projects

"Learning is further scaffolded to help learners develop understanding in a progressive and guided way, building on previous learning and existing knowledge to make conceptual connections to reach the desired learning outcomes."

BUILDING SAFE, HARMONIOUS WORKPLACES

Despite being a prevalent phenomenon, workplace misbehaviours and mistreatment are understudied and underreported. IAL conducted a study in 2022 to gather insights into the impact on employee well-being and staff turnover, with the input of experts and documented strategies to alleviate discrimination and harassment at the workplace.

In recent decades, there has been growing awareness on workplace misbehaviours and mistreatment (WM), thanks to movements such as #MeToo. Despite that, WM, which includes acts such as abusive supervision, bullying, discrimination, and harassment, remains prevalent in workplaces. This is also a much less studied area compared to other aspects of organisational behaviour.

To gather insights into WM in Singapore and its impact on workers and organisations, IAL carried out a study in 2022 which surveyed and interviewed 100 WM victims and 21 human resource practitioners and senior executives from agencies that provide support for WM victims. Following that, consensus opinion from a panel of 20 experts was obtained through a Delphi study on the strategies to alleviate WM.
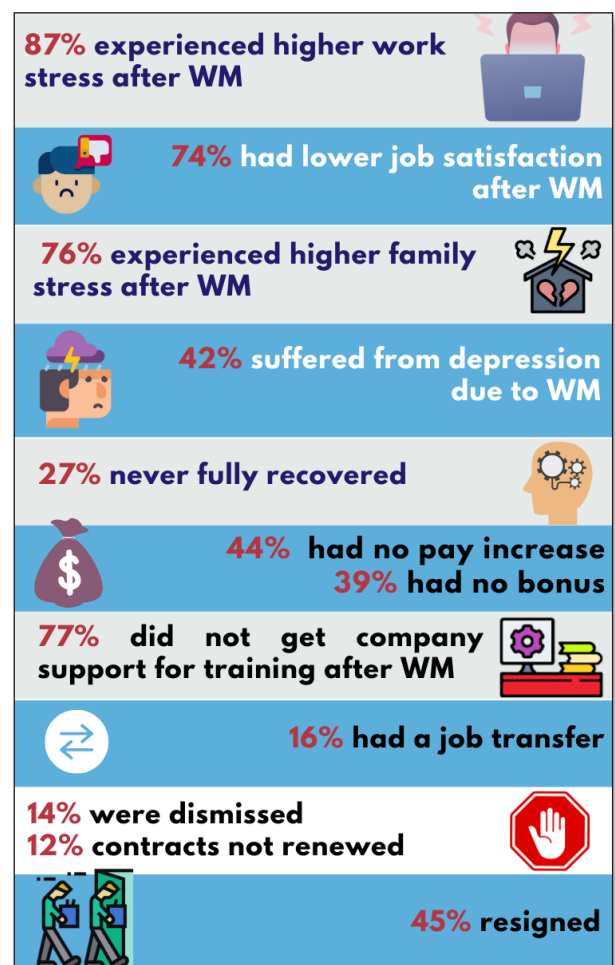
Note that these findings should not be extended to the national population.

THE IMPACT OF WM ON EMPLOYEES AND ENTERPRISES

Since the onset of COVID-19 pandemic, the study found that the prevalence of WM at the workplace reported by its participants increased by 36.4%. IAL's research shows that WM has a clear negative impact on employee well-being and productivity at work—WM victims surveyed reported higher job stress and lower job satisfaction, while 42% reported becoming depressed and 11% were unable to perform their usual activities.

This ultimately affects enterprises in employee engagement, commitment, and performance. Almost half of the WM victims surveyed had their pay frozen, and 94% did not get promoted.

44.7% of those surveyed resigned from their company while those who stayed on the job did so mainly because of financial reasons or contractual obligations, rather than factors that motivate employee performance, such as job satisfaction.

87% experienced higher work stress after WM

74% had lower job satisfaction after WM

76% experienced higher family stress after WM

42% suffered from depression due to WM

27% never fully recovered

44% had no pay increase
39% had no bonus

77% did not get company support for training after WM

16% had a job transfer

14% were dismissed
12% contracts not renewed

45% resigned

STRATEGIES TO ALLEVIATE WM

Despite the profound impact of WM, only a quarter of WM victims reported the abuse suffered. Reasons for not reporting range from concerns about confidentiality of company investigations to fear of job loss. While the majority of those surveyed felt that companies and government should protect employees from WM, only 38% reported that their companies have a whistle-blowing policy.
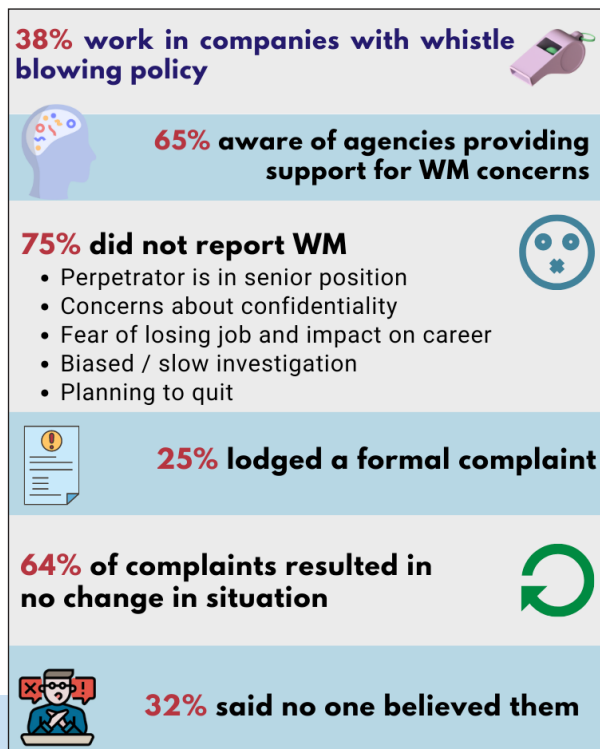
With the inputs of experts, IAL has also documented strategies to alleviate WM. At the policy level, it is clear that a national framework would help in providing best practices for employers to improve management of WM concerns and workplace wellbeing. Education institutions, in particular Institutes of Higher Learning (IHLs), should also include content on WM, workers' rights, and recourses available in the event of WM in their curriculum.

At the enterprise level, there are various strategies that can be adopted to mitigate WM including training supervisors and managers in handling WM issues such as investigation of WM and providing support to WM victims.

Addressing and eradicating WM is an ongoing journey requiring the joint efforts of policy-makers, enterprises, and employees. IAL hopes to contribute to this effort through its empirical study on WM and conversations with stakeholders. On 13 February 2023, IAL held an online forum "Towards Safe and Harmonious Workplaces in Singapore", bringing together practitioners and thinkers to discuss WM concerns and strategies to eradicate WM. These efforts support the ongoing larger nation-wide drive to create safer and more inclusive workplaces in Singapore.

Scan the QR code to check out more insights from the study

38% work in companies with whistle blowing policy

65% aware of agencies providing support for WM concerns

75% did not report WM
- Perpetrator is in senior position
- Concerns about confidentiality
- Fear of losing job and impact on career
- Biased / slow investigation
- Planning to quit

25% lodged a formal complaint

64% of complaints resulted in no change in situation
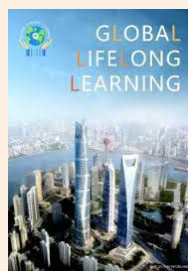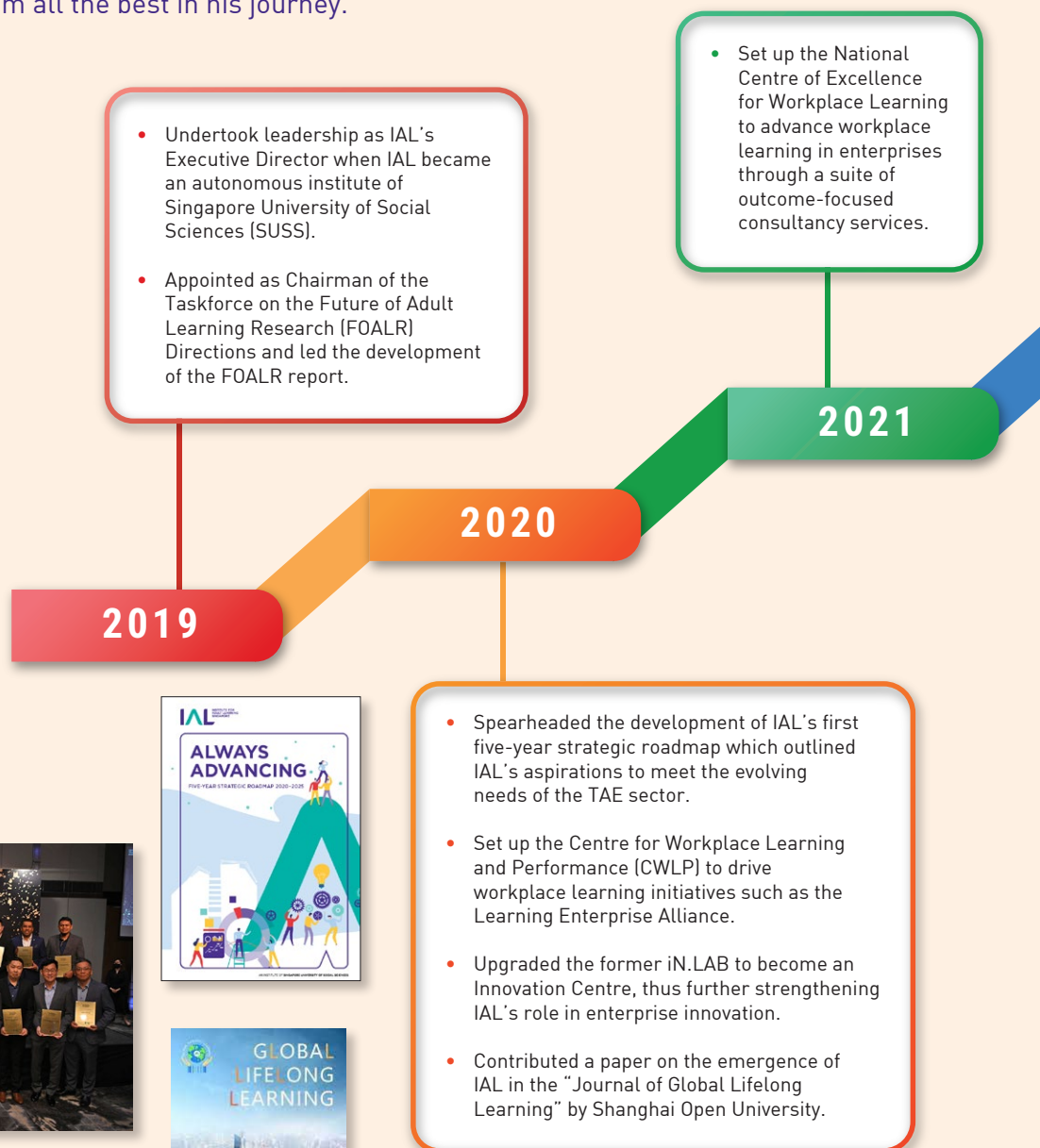
32% said no one believed them

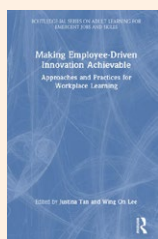### Towards Safe and Harmonious Workplaces in Singapore Online Forum
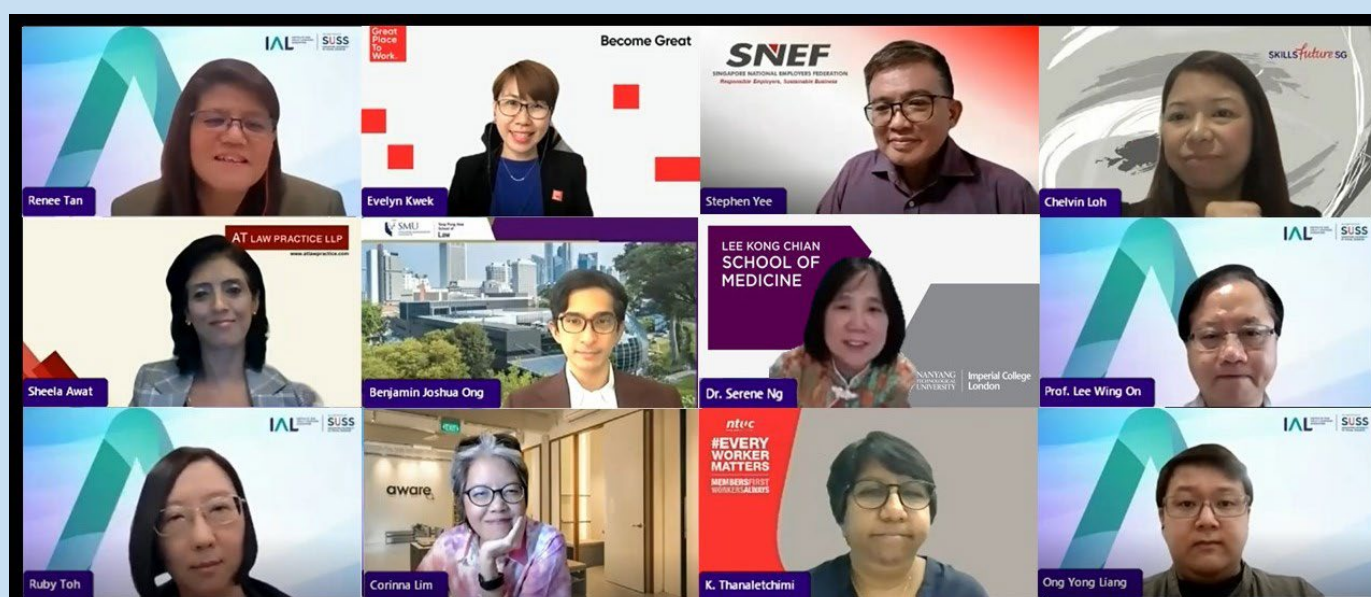
Panel discussion with practitioners and thinkers from various organisations such as SkillsFuture Singapore, Singapore National Employers Federation and National Trades Union Congress.

ATTAINING
GREATER HEIGHTS

When Professor Lee Wing On took helm of IAL in 2019, the institute was in the midst of significant transition from a government agency to an autonomous institute under Singapore University of Social Sciences. Leading IAL through that period of change, Professor Lee went on to bring the institute to greater heights and further cemented its standing globally as a leader in Training and Adult Education (TAE). This year marks the end of Professor Lee's tenure with us, and as we look back and thank him for IAL's achievements under his leadership, we also wish him all the best in his journey.

2021

- Set up the National Centre of Excellence for Workplace Learning to advance workplace learning in enterprises through a suite of outcome-focused consultancy services.

2019

- Undertook leadership as IAL's Executive Director when IAL became an autonomous institute of Singapore University of Social Sciences (SUSS).

- Appointed as Chairman of the Taskforce on the Future of Adult Learning Research (FOALR) Directions and led the development of the FOALR report.

2020

- Spearheaded the development of IAL's first five-year strategic roadmap which outlined IAL's aspirations to meet the evolving needs of the TAE sector.

- Set up the Centre for Workplace Learning and Performance (CWLP) to drive workplace learning initiatives such as the Learning Enterprise Alliance.

- Upgraded the former iN.LAB to become an Innovation Centre, thus further strengthening IAL's role in enterprise innovation.

- Contributed a paper on the emergence of IAL in the "Journal of Global Lifelong Learning" by Shanghai Open University.

- Established the Routledge-IAL Book Series as a platform for international publication of IAL and SUSS research.

2023

2022

- IAL designated as the National Centre of Excellence for Adult Learning with the mission to raise the quality of the TAE sector.

- Invited to be Co-Editor-in-Chief for Springer's "International Handbook of Education Development in Asia-Pacific" and the "Third International Handbook of Lifelong Learning". Professor Lee also co-authored two papers on developing a qualification ecosystem for adult learners and enabling continuous innovation in organisations for the Handbook of Lifelong Learning.

- Inducted into the International Adult and Continuing Education Hall of Fame where Professor Lee was recognised alongside other exemplary international education leaders.

We would also like to warmly welcome our new Executive Director Mr Yeo Li Pheow. Mr Yeo is a veteran in the education sector and has held senior leadership positions with the Ministry of Education and in the polytechnic sector. In 2008, Mr Yeo was appointed Principal/ CEO of Republic Polytechnic, where he led the institute to become known for its emphasis on technical knowledge, innovative programmes, and graduates equipped with soft skills. Mr Yeo's contributions to the polytechnic were recognised in 2019, when he was awarded the Public Administration Medal (Gold).

As the leader of IAL, Mr Yeo will continue to work closely with the TAE community to strengthen the sector in contributing towards Singapore's lifelong learning ambitions and further spur IAL's development and standing, both locally and internationally.

Thank You!

Messages from HODs and Staff

Prof Lee Wing On, the first Executive Director since IAL became an autonomous institute of the Singapore University of Social Sciences (SUSS) on 1 April 2019, is a visionary and pragmatic leader.

His stewardship in the development of IAL's first five-year strategic roadmap, which was completed within nine months and accepted by IAL's various stakeholders, is an example. It outlines IAL's aspirations to advance towards the future and meet the evolving and dynamic needs of Singapore's TAE and lifelong learning ecosystem.

IAL's recent appointment as the National Centre of Excellence for Adult Learning, the third pillar of Singapore's educators' system after the National Institute of Education and the National Institute of Early Childhood Development, is another of IAL's and Prof Lee's achievement. We in IAL are proud of this achievement.

I am grateful to have the opportunity to work under Prof Lee's leadership.

Dr Lee Tong Nge
Director, Special Projects

Thanks for all the tremendous support and encouragement you have given to Learning and Professional Development Division (LPDD). On behalf of LPDD colleagues, I would like to express our heartfelt appreciation and gratitude for your generosity of your sharing. Stay healthy and happy.

Assoc Prof Justina Tan
Director, Learning and Professional Development Division

From supporting us at Expert Review Panel meetings for the Workforce Development Applied Research Fund (WDARF), delivering keynote addresses, chairing the Taskforce on the Future of Adult Learning Research (FoALR) to initiating and leading a new series of IAL book publications, Wing On has made his mark on Research at IAL. His guidance, support and introduction of his personal networks have proven important for the extension and enhancement of IAL's reach to other institutions in Singapore and beyond. Sincere thanks Wing On!

Assoc Prof Renee Tan
Director, Research Division

Wing On has been really supportive of our work at the Innovation Centre, expending time and energy to chair our judging panels, doing his "homework" to read through all the proposals we put up to him. He is very committed that we should support the right projects. He also made suggestions on how we could strengthen our evaluation and review process. Thank you, Wing On!

Assoc Prof Sim Soo Kheng
Director, Innovation Centre

It is great working with you and learning from you. You are a visionary leader, a very productive scholar, an inspiring mentor, and a fantastic role model. Thank you for bringing IAL to new stages of opportunity and strength. We are grateful for your guidance and support.

Dr Chen Zan
Principal Researcher
Research Division

It has been a great pleasure working with Prof Lee over the years, and I have always been impressed by his dedication to the advancement of IAL. I sincerely believe that he has contributed significantly to the institute's success, and I am proud to have him as our leader. I am sure he will continue to achieve great things in the future, and I wish him all the best.

Goh Tor Tai
Senior System Engineer
Corporate Services Division

It seems like only yesterday that you took over the reins of IAL, greeting us for the very first time with your quiet yet assuring words of "… please take care of me, and I will take care of you". You may not realize how small but mighty those words meant to us back then as we navigate through the uncertainties of becoming an autonomous institution. Thank you for taking up the tough job of being our Captain and steering us steadily in the choppy waters throughout these 4 years. Your grit to bring stability to IAL is no doubt a calming influence and our pillar of strength in times of adversity and challenges. Under your leadership, IAL has also been able to grow from strength to strength, without losing all the joy and fun.

Thank you for all that you have done for IAL and for always encouraging us not let our failures and doubts dim our shine. We are small, but mighty!

Lim Lilian
Principal Manager, Learning and Professional Development Division

Thank you, Prof Lee, for chairing the many rounds of innovPlus Panels. We appreciate your vast expertise and knowledge in evaluating the feasibility and potential of all the submitted innovative learning prototypes. Kudos to the strong commitment to constantly push learning innovation.

Zach Chew
Senior Learning Innovator
Innovation Centre

FOR YOUR CONTINUING PROFESSIONAL DEVELOPMENT!

Looking to evolve and enhance your practice? Here are some quick tips on courses and tools that will bring you up to date and boost your delivery of engaging, impactful learning.

DRIVE A HIGHLY ENGAGING ONLINE LEARNING EXPERIENCE

Category: Technology-enabled Learning

Course Details: As a trainer, how do you connect with online learners to drive meaningful and impactful learning experiences?

In this course, discover how to design and deliver online learning experiences that drive human engagement. This includes adapting time-tested facilitation skills to suit a virtual learning environment and leveraging the features of various learning platforms.

Scan the QR code for more details on the course!

6 PRINCIPLES OF LEARNING DESIGN

Category: Pedagogical Innovation

Course Details: With the workplace changing dynamically, as Adult Educators, you must also evolve your practice to keep ahead of learning challenges. This involves understanding who the learners are, how they learn, and also the designing and facilitation of learning that enable learners to thrive in uncertain and changing conditions.

In this course, IAL's 6 principles of learning design (6PoLD) will guide you on how to design and facilitate learning holistically and how dialogical inquiry, a teaching practice, can support the development of future-oriented learners.

Scan the QR code for more details on the course!

EDTECH TIPS FOR YOU!

DELIVERING SYNCHRONOUS TRAINING

Tool Name: Mentimeter (www.mentimeter.com)

Tool Details: Build interactive presentations and get real-time inputs from remote learners! Through Mentimeter's easy-to-use online editor, you may use features such as videos, infographics, polls, and quizzes to explain concepts and engage your learners. Learners simply need to use their smartphones to take part in online quizzes and polls, and their responses can be visualised in real-time to generate meaningful discussions.

Check out some available features in Mentimeter below:

Dynamic Word Clouds

Live & Instant Polling
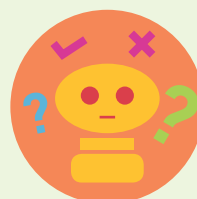
Entertaining Quizzes

Informative Q&As

Discover more EdTech tools, scan the QR code!