2018 VC Teaching Excellence Award

Teaching Portfolio 2018

By

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Faculty of Business & Economics

USP
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Introduction

There are four underlying values and goals that guide my teaching and these are:

1. Developing and enhancing critical thinking
2. Applied-based problem resolving learning
3. Developing student research capacity
4. Use of modern ICT for teaching and learning

My teaching portfolio is based on the five criteria given by DVC (T& L) office and these are discussed below.

1. Approaches to teaching that influence, motivate and inspire students to learn

   - ‘Fostering student development by stimulating curiosity, critical and independent learning’

One of my teaching philosophy is based on ‘fostering student development by stimulating curiosity, critical and independent learning’. Firstly, I foster ‘stimulating curiosity’ in learning by doing the following:

   - Hands-on Learning- rather than have students sit at their desk writing notes; I encourage them to move around and form groups and have group discussion. This enhances teamwork, keeps their brains busy by engaging them with other group members. In this way students are able to share and generate more ideas and learn from each other.
   - Multi-Modal Means of Learning- I have used mixed mode of learning for students and these include giving a short lecture, write on the board, making them work in groups, ask them to use their mobile to look for a definition of a jargon, etc.

One student mentioned:

“Dr. Chand uses group discussions and this creates an atmosphere where learning is shared among all and not just listening to the teacher doing the talking all the time. In this way, students' opinions are being accommodated and respected.” (Evidence: Student Feedback in Nomination Form).

Secondly, for fostering critical thinking, I use the following strategies to develop critical thinking among students:

   - Begin a lecture with a question
• Encourage brainstorming and tell students to write down possible answers in their lecture pads.
• Remind students what was learnt in the previous lecture which helps students to see the link between concepts.

One student had this say:

“By using his teaching styles, which is use of simple terms and he creates an atmosphere where you to want to learn more”.
(Evidence: Student Feedback in Nomination Form)

Thirdly, for independent learning, I encourage the students to do the following:

1. Giving students choices so they can reflect on their own interests and preferences.
2. Encouraging group work so that learners can learn from each other (i.e. Communal Learning).
3. Collaborate with students to set shared learning goals.
4. Involve students in lesson design from feedback I get from previous year students.

One MBA student (Daniel Chandra) mentioned and I quote:

‘I like using our mobile for learning. It is a quick way to learn rather than trying to find the definition in a textbook and journal article”. (Evidence: Student Feedback in Nomination Form)

• Contributing to the development of students critical thinking skills, analytical skills and scholarly values’

One of my teaching goals is to develop ‘critical thinking’. I encourage them to first read widely and reflect on the reading and make notes of their arguments. Then in the class room setting, I divide them in two groups and ask students to debate on each of their points. I also play the role of a ‘devil’s advocate’ and ask questions to make the discussion more stimulating for students. Sometimes I find some students (especially those from USP region) are ‘shy’ in mentioning what they think. In order to address this problem, I tell island students that that there is no right or wrong answer and tell my own story of how I was shy to speak when I was doing my degree. This makes them open up and talk freely.

Mrs. Nesa Sinclair, Chief Administration Officer with the Public Service Commission, Samoa.

“Professor Chand is my supervisor for my mini thesis on ‘Small Family Business in Samoa Hotel Sector’. He encouraged me to think critically and independently for my thesis. I began to think critically and analyse
how social ideologies of Samoa *Fa’samo'a* (Samoan way of Life) and *Fa’matai* (chiefs) affect the Small Family Business in Samoa. He opened my eyes. Faafetai Anand”.

Also postgraduate student from Fiji, Mr Ashyineet Chand had this to say:

“Professor Chand made us think critically in my undergraduate and post graduate courses (MG315, MG316, MG401 & MG402). This has really helped me in my academic career (as a Teaching Assistant) and has also allowed me to develop my research skill which has given me the opportunity to publish in ranked journals”.

Jone Lako, Academic & PhD Candidate mentioned:

“I have known Professor Anand Chand since 2005 as a postgraduate student and later as junior academic staff here at USP. He was supervising my Masters and now my PhD research. He mentored and encouraged young researchers to write academic papers as the result we wrote a journal article together. He also encouraged collaboration research with young academics as the result we conducted a research on the implementation of performance management system in the public sector in selected Pacific Island countries”.

Maureen Fatiaki Karan (Assistant Lecturer, SMPA, USP) mentioned:

“I have completed my Masters and PhD thesis under the supervision of Professor Anand Chand and found him to be able to articulate and teach research skills which enabled me to finish both my theses. Professor Chand has involved me in his research team for projects such as Diabetes issues in Fiji and Impact of Performance Management System in the Public Sector in Samoa, Solomon Islands, Vanuatu and Kiribati“.
• ‘Encouraging student engagement through the enthusiasm shown for learning and teaching’

I encourage students to speak out and participate actively in my class.

One student mentioned:

“Professor Chand encourages class participation and debates. He would always engage in class discussions after discussing a particular topic to help us further understand the concepts he was teaching.” (Evidence: Student Feedback in Nomination Form).

Another student highlighted:

“Professor Chand uses group discussions and this creates an atmosphere where learning is shared among all and not just listening to the teacher doing the talking all the time. In this way, students' opinions are being accommodated and respected.” (Evidence: Student Feedback in Nomination Form).

• Inspiring and motivating students through high-level communication, presentation and interpersonal skills’

The need for graduates to have good communication, presentation and interpersonal skills was highlighted by the SMPA and Industry Liaison Committee. In all my courses, I require students to present a seminar in order to achieve ‘learning outcome’ of high-level communication, presentation and interpersonal skills. Students prepare the seminar and present in class. After the presentation class discussion takes place and students discuss and debate on various issues. This develops their confidence and verbal skills and by the third year students become better speakers. The communication, presentation and interpersonal skills are further developed at the post graduate level.

I also use ‘debates’ in tutorials in order to engage the students in critical discussion and learning. This was found to motivate the students because it provides them with a platform to critically analyse each employment relations theory.
2. Development of curricula and resources that reflect a command of the field

- developing and presenting coherent and imaginative resources for student learning;

I have written the MG315 and MG316 Study Guides for the courses to be offered via Print and Blended modes. I am currently writing MG315 textbook via Open Education Resources (OER). When I was doing the Technology Enabled Learning from Athabasca University, Canada and The Commonwealth of Learning Centre, I learnt a lot of OER. For example, I learnt about TIPS framework for quality assurance criteria for teachers as authors of OER materials.

I develop and use a number of resources for student learning. For example, with the current students’ interest in ICT (mobile and videos) I effectively use ICT-supported Pedagogies. I have used innovative ICT-supported pedagogies for teaching the students. I have used the following mixed teaching methods and used ICT-supported pedagogies such as short videos, documentaries, use of government websites, use of ‘Google Advance Scholar’ and use of ‘REACT/Satellite’ ICT system.

- implementing research-led approaches to learning and teaching;

I strongly believe in ‘research-based teaching’. By doing research and publishing, I have learnt a lot and improved my teaching. From my research and publications, I have started to use the research findings to assist me in my teaching of students. For example, I can now give more examples from the Pacific Islands countries in my class and this is appreciated by regional students.

I quote one student:

“Professor Chand shares a lot of experiences about the course by way of examples of countries around the world as well as countries of the South Pacific”. (See letter by Henry Bill-former USPSA Deputy Federal Chair).

Another student mentioned:

“Professor Chand often provides examples from a number of Pacific Islands which provide us with understanding of his lecture and our readings” (Evidence: Student Feedback in Nomination Form).

- demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning;

In my teaching curricula I have incorporated ‘problem resolving learnings. This is based on market and industry demand (SMPA Industry Advisory Committee). I believe that students should not only learn about the theories in class but also acquire practical skills that are needed by the market place and industries. I
believe adding this to my teaching curriculum will develop the essential necessary skills to enable students to easily fit in the industry after graduating from USP. In order to achieve this goal, I have introduced ‘mock exercises’ of real workplace practices in my classes. For example, in my three postgraduate courses I have designed a ‘mock collective bargaining exercise’ in which the students learn the skills of conducting collective bargaining and write a collective agreement. In this exercise, the students are split into two groups: group 1 Management representatives and group 2: Trade Unions officials. Written instructions and guidelines are given to students to explain the negotiation process and students are given 30 minutes to negotiate. After the negotiation, students write a ‘Collective Agreement’ and after the ‘mock exercises’ we have a class discussion what decisions students have reached and what are possible solutions.

One postgraduate student commented:

“I really liked doing the mock exercise of collective bargaining in my MG401 class and now I am prepared to carry this task as a Human Resource officer in Vodaphone. Collective bargaining and negotiation are directly relevant to my work”.

- Communicating clear objectives and expectations for student learning.

In my course outline and the first introductory lecture, I set out clear objectives and expectations for student learning and every week repeat these objectives so that students can familiarize with the weekly learning outcomes and overall learning outcomes of the course.

One Post Graduate working student from FNU had this to say:

“Throughout my undergraduate and post graduate studies and beyond, whether you need a quick response to an urgent question or consultation on an informal basis, Professor Anand Chand has always been highly accessible. Professor Anand Chand has been a mentor, career advisor, and plays an active role in my current research opportunities”.

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1 MG401: Industrial Relations, MG402: Administration of Industrial Disputes. MBA423 Human Resources.
2 Collective Bargaining (CB) is a negotiation exercise where the Management and Trade Unions official meet annually and discuss about wage increase, working conditions and resolve any disputes.
3. Approaches to assessment and feedback that foster independent learning

- integrating assessment strategies with the specific aims and objectives for student learning;
- providing timely, worthwhile feedback to students on their learning;

I use a number of assessment strategies to achieve student learning outcomes. I use short essays, projects, seminars and quiz so that it provides a variety of assessment techniques which allows students to learn better.

My understanding of the purpose of assessment is that it has to be linked to the various USP Learning Outcomes. For example, assessment of ‘critical thinking’ in my courses are aligned to the generic SMPA Programme Learning Outcomes (LO2) and USP Graduate Outcomes (GO3). Also ‘critical thinking’ is linked to one of the criteria of the ‘Marking Rubric’. Students who want to get good marks need to show ‘critical thinking’ in all their assignments. The goal of ‘critical thinking’ is assessed in all components of the coursework and exams as well as the seminars and case study presentations, literature review of journals articles, etc. Firstly, I design the various components of the coursework in such a way that requires ‘critical thinking’. This is done throughout the whole semester. Secondly, the goal of ‘critical thinking’ is assessed in essay and projects. In this way, I integrate assessment strategies with the specific aim of students to develop and enhance their ‘critical thinking’. During the case study and seminar presentations, I give students instant feedback in a polite manner by using the words ‘very good’, ‘satisfactory’, etc. When the answers given by students are not correct, I use the words ‘this is debatable’ so as not to discourage students from participating in future.

The goal of ‘applied-based problem learning’ is assessed in class participation and case study presentations. The goal of ‘applied-based problem learning’ is aligned to the generic SMPA Programme Learning Outcomes (LO2) and USP Graduate Outcomes (GO 6 and 7 which are ‘Professionalism’ and ‘Teamwork’). Moreover, the goal of ‘applied-based problem learning’ is linked to one of the criteria in the ‘Marking Rubric’ where they are required to give practical task based learning.

The goal of ‘developing student research capacity’ is assessed in project assignments and this goal is aligned to the generic SMPA Programme Learning Outcomes (LO3) and USP Graduate Outcomes (GO2). Moreover, the goal of ‘developing student research capacity’ is linked to one of the criteria in the ‘Project Marking Rubric’ where they are required to show evidence of how to do research. In this way, I integrate assessment strategies with the specific aim for students to ‘develop and enhance their critical thinking’.

- Using a variety of assessment and feedback strategies;

I use a number of feedback strategies such as, marked assignment with a filled ‘marking rubric’ so that students can receive detailed assessment feedback in which they can see areas which need improvement. I also give verbal feedback in tutorials so that students can improve their next assignment.
In addition to this I monitor each of my students’ performance to be able to identify those who perform below par. I try my best to encourage these students to improve their performance when they visit me during consultation hours or when I meet them in tutorials or lectures.

Some students had this to say:

- The assessment marks was discussed with students who were not happy with the marks they got and the reason why they got such marks were explained.
- He provided adequate feedback for each student and the entire class to understand the areas that needed improvement.
- He would see his students at the end of the lecture to clarify any doubts.
- By discussion, midterm test, projects and feedback is given to re-emphasis the importance of learning.
- Professor Anand has a proactive way of delivering lectures and timely feedback concerning our coursework assessment and this is excellent.

- Implementing both formative and summative assessment;

For ‘formative assessments’, I give assessment to determine how students are progressively learning a particular learning outcome during the semester and have at least one assessment based on that learning outcome. Then at the end of the teaching, I use the ‘summative assessments’ to check whether a student has learnt all the learning outcomes during the whole semester and assess the student’s mastery of the course.

- Adapting assessment methods to different contexts and diverse student needs

For public sector post-graduate students, I use different assessment methods to suit the needs of the students. For example, when I teach senior government officials in the Pacific Regions (Cook Islands, Kiribati), I use projects as the major part of their assignment and less emphasis on test and exams. I use similar different assessment methods for the MBA students in Fiji and the USP region.

4. Respect and support for the development of students as individuals

- Participating in the effective and empathetic guidance and advising of students;

I continuously guide, coach and mentor students (see comments by students). As an Academic Advisor for SMPA courses, I constantly advise students about choice of courses to do, program audit, and prospects for future jobs and internships.

- Assisting students from different ethnic and demographic backgrounds to participate and achieve success in their courses;
I have been teaching diverse group of students from the Pacific and international students from (USA, Germany, and the Caribbean Islands) and I am sensitive to their culture and their learning pace. I make sure to give lots of examples from Pacific Islands and overseas countries so that students can relate it to their countries to easily learn about the course. Most of the examples I use in class is based on my extensive research in the Pacific region for the last 35 years.

In each of the lectures that I conduct, I use many regional and local examples. I find this to be influential for the students because it allows them to situate the theories in the Pacific Region context. By providing examples, the students are able to see the theories in motion and relate to the concepts rather than viewing the concepts as foreign or isolated issues. When giving assignments and setting exam papers, I also require students to give regional or local examples to support each theory. In my opinion, the students are able to remember the theories much better because they are able to associate it with a local occurrence.

Some examples from student’s feedback support this method of teaching:

- “Dr Chand is one of the best in teaching and giving real life examples.”
- “He also encouraged students to be Pacific focused”.
- “He was a neutral lecturer and was fair to all”.
- “He always showed respect to me when we met. He also uses humor to let students feel more at ease”.
- “He was very professional”.
- “By being on time, the way he teaches, and during discussion especially at the end of class presentation, where question must first be raised by him or class before is open for discussion”.
- “He shows respect by motivating and guides each of the students to strive for the best and work hard”.

- **Influencing the overall academic, social and cultural experience of higher education**

I believe in producing ‘all-rounder’ graduates at USP with students who have excellent academic knowledge, encourage students to do team work which helps in developing interpersonal skills, and share their diverse cultural experience.

For example apart from teaching students, I am also the coach of the School of Management and Public Administration (SMPA) debate team for the last 2 years (2016 and 2017) SMPA won and were the champions.

One debate team student had this to say:

“Before I met Professor Chand as a debate coach, my speeches had no focus and my delivery had no grasp to it. I can say that I now know how to get a message across in debates, presentations
and assignments. To me Anand is more than a debate coach who makes us ‘win’ but he is a guardian that has bestowed upon me skills and knowledge that has not only enabled me to focus on my goals but to also master the art of executing and delivering it to the highest level. A lifetime skill that i know for sure will carry me through in my studies, future employment or whatever future ventures that I might come across” (Lanieta More. s11114773)

Another debate team student mentioned:

Mr. Shanal Sharan Kumar had this to say:

“A big thank you for your coaching and immense assistance for our SMPA debate team. I can clearly say that after being coached by you and after winning our match, I have been able to greatly develop my research and public speaking skills. Along with motivation and encouragement even when our topic was totally against us and by teaching us how to bring such an unfavorable circumstance to our advantage. Your teaching has been life learning and I am certain that it will be of assistance to me in the future”.
5. Scholarly activities that have influenced and enhanced learning and teaching

- **Showing advanced skills in evaluation and reflective practice**

I believe in constantly improving and enhancing my learning and teaching. These are done by adopting the following strategies. First, after each lecture or tutorial I reflect on what I have taught in class and I can tell whether I have done good teaching without any person telling me. If I think I did well in class then, I feel good about it. But if I feel that I have not done good teaching, then I reflect back and find out why: ‘I could have done better in teaching the difficult theories; ‘I did not use good examples in class’, ‘I was not feeling well that day’, etc. In order to improve this, I would then improve my teaching in the next class, for instance use more examples to illustrate the main points of the lecture. In this way, I evaluate and reflect on my teaching.

- **Participating in and contributing to professional activities related to learning and teaching**

For professional development, between 2017-2018, I have undertook a specialized training to help me to improve my professional knowledge, competence, skill, and effectiveness in teaching. I have completed a course titled ‘Introduction to Technology Enabled Learning’ from Athabasca University (Canada) and the Commonwealth of Learning Centre. (see certificate attached as appendix). In this course I learn about how to use TEL MOOC, TIPS, OER for teaching purposes. (see link: https://www.telmooc.org/content/#/forum/lectures/9390).

From semester 1, 2018, I have begun to use a variety of technology. Firstly, I use ‘You tube’ videos (both picture and cartoons) by professionals in every lecture to provide additional material on a subject matter. Students find it easy to listen and follow ‘You tube’ videos and cartoons and also they do not get bored in class. Secondly, I encourage students to use ‘Viber’ and create a chat group to discuss and share learning material. Viber is helping students in Labasa and Lautoka Centres to communicate with students at the Laucala Campus. I have also used this for the SMPA Debate Team to share ideas. Thirdly, I encourage students to use the ‘LinkedIn’ as learning tool through which students can see what professionals in their area of study are doing. I also encourage students to use ‘Research Gate’ and ‘Twitter’ so get recent research material which can be used for their studies. Finally, I use Mobile-Learning to explain difficult jargons in class. What I do is tell students to search, for example, the phrase ‘collective bargaining’ in google and have a short discussion with the person next to them. After this we have a discussion and interactive session (Kwakman. K. (2002),

- **Coordination, management and leadership of courses and student learning**

I believe that we instructors are the main driving force in an educational system, we are the ones who interact with students in the lecture room.

As an instructor, I make sure my course is well coordinated and managed for the different mode of study at USP. I make sure the Moodle pages of the course I am teaching are up to date and students can access all the necessary information, reading materials, et.c on time. For example,
the coordination varies for Face to Face, Blended, Print and Online modes. As a leader, I aim to help students to develop shared understandings about a particular subject, its activities and outcomes/goals to achieve. By setting goals, students make sense of their work and how to achieve their goals.

- Conducting and publishing research related to teaching;

From 2017, I began to do research with colleagues on teaching and learning and how USP students can further enhance their learning by using modern ICT. From this research I have published five journal articles (see list below). These publications are in *International Journal of Instructional Technology and Distance Learning* (B ranked journal-USP ranking).


In addition, 2 ‘B’ Ranked journal article submitted and under review in *International Journal of Instructional Technology and Distance Learning* (B ranked journal-USP ranking). These are:

Chand, Anand and Chand, Payal (2017)., Advantages and Disadvantages of using LinkedIn as learning Tool in a Regional University, submitted to International Journal of Instructional Technology and Distance Learning (B ranked journal-USP ranking).

How have these research and publications translated into practice of improving performance? Firstly, from this year, I am have made a decision to take some time out and proactively talk to poor performing students and refer them to USP Student Learning Support (SLS) center and suggest they attend Peer Mentoring Program where they can improve the quality of their work. Secondly, given the current students’ interest in ICT (mobile and videos) I am now using innovative ICT-supported pedagogies for teaching the students. As mentioned earlier, I am using ‘YouTube’ videos (short documentaries), ‘Google Advance Scholar’, government websites, REACT/Satellite’ ICT system for my teaching. I also encourage students to use ‘Viber’ and ‘LinkedIn’ as learning tools and get additional learning materials.

Demonstrating leadership through activities that have broad influence on the profession.

As a teacher, I also play the role of a leader and assume a wide range of roles to support student and USP’s success.

I wish to end this teaching portfolio with a quote from a student:

Melanie S. Fonmanu (PG Student) had this to say:

“Professor Anand Chand through his sea of knowledge in employment and industrial Relations knowledge has enabled me to better understand and develop my knowledge about the work environment. I am better equipped with effective communication and problem solving abilities and ready for the job market”.

Conclusion

To sum up, my philosophy of teaching is based on four goals. Firstly developing critical thinking for students, secondly using problem based learning, thirdly developing research capacity and fourthly encouraging online learning for students.

The End
Appendices

1. Latest QoT

2. Latest QoR – Taking extra teaching load despite being a ‘Research Active Staff’


5. Student Email as Evidence.