

REPORT ON SINGAPORE VISIT

Academic Visit to the National University of Singapore (NUS): Exploring International Academic Immersion to Drive Teaching-Learning Innovation

Name(s)	Dr. Aravindhyan Alagarsamy, Associate Professor - ECE Associate Dean of Academics for the Teaching-Learning Process Dr. V. Kasi Rao, Associate Dean for Curriculum Development
Host Institution	National University of Singapore (NUS), Singapore
Country Visited	Singapore
Purpose of Visit	Academic Visit – Teaching-Learning Innovation, Outcome-Based Education, Digital Learning, Instructional Design and Curriculum Transformation
Duration	10-11 November 2025 (2 days)
Invited / Hosted By	Centre for Teaching, Learning, and Technology (CTLT), National University of Singapore (NUS), in accordance with an official invitation

1. Objectives of the Visit

The academic visit to the National University of Singapore (NUS), Singapore, was undertaken by representatives from the KLEF Academic Division on 10 and 11 November 2025 under an official invitation from the Centre for Teaching, Learning, and Technology (CTLT). The visit was aimed at advancing teaching and learning innovation and strengthening academic engagement through exposure to international practices.

The specific objectives of the visit were to understand and explore outcome-based education practices, digital learning ecosystems, instructional design models, curriculum transformation strategies, curriculum benchmarking, blended learning models, assessment frameworks, learning analytics, and faculty development mechanisms. The visit also sought to identify scalable practices that could contribute to improving teaching quality, student engagement, and curriculum relevance at KLEF.

2. Arrival and Orientation at NUS

The KLEF delegates participated in structured academic engagement sessions hosted by the Centre for Teaching, Learning, and Technology (CTLT) at the National University of Singapore. The sessions provided an opportunity for direct interaction with CTLT experts and discussion of contemporary approaches to teaching-learning innovation and academic transformation.



Figure 1 Academic interaction with the Centre for Teaching, Learning, and Technology (CTLT), NUS

3. Teaching / Academic Activities

During the academic engagement at NUS, the delegates interacted with experts from CTLT and discussed a range of practices and models relevant to teaching-learning transformation. The major areas covered included:

- Teaching and learning innovation
- Outcome-Based Education (OBE) practices
- Digital learning ecosystems
- Instructional design models
- Curriculum transformation and international benchmarking
- Blended learning models
- Assessment frameworks
- Learning analytics
- Faculty development mechanisms

3.1 Interaction with CTLT Experts

The delegates actively engaged with experts from the Centre for Teaching, Learning, and Technology (CTLT). The discussions focused on scalable academic models and practices that could be adapted to strengthen teaching quality, improve student engagement, and maintain curriculum relevance at KLEF.

3.2 Curriculum Benchmarking and Transformation

The visit provided exposure to best practices in curriculum benchmarking and curriculum transformation. Discussions considered how international academic practices can inform the continuous development and relevance of academic curricula.

3.3 Digital Learning, Blended Learning and Instructional Design

The academic sessions addressed digital learning ecosystems, blended learning models, and instructional design approaches. These areas were discussed in the context of creating effective and scalable teaching-learning practices.

3.4 Assessment and Learning Analytics

Assessment frameworks and the integration of learning analytics were among the notable academic areas discussed during the visit. The interactions highlighted their relevance to strengthening evidence-based teaching-learning practices and supporting student engagement.

3.5 Faculty Development

The delegates also discussed mechanisms for faculty development and the potential adaptation of international practices to support continuous improvement in teaching effectiveness at KLEF.



Figure 2 Interaction with CTLT representatives during the NUS academic visit

4. Key Outcomes of the Visit

The academic visit strengthened the engagement between KLEF and the National University of Singapore through structured discussions with CTLT experts. The visit provided valuable exposure to international approaches in teaching-learning innovation, outcome-based education, digital learning, instructional design, curriculum transformation, assessment, learning analytics, and faculty development.

The key academic outcomes included identification of best practices in curriculum benchmarking, blended learning models, assessment frameworks, learning analytics, and faculty development. The delegates also discussed scalable models that could be adapted to improve teaching quality, enhance student engagement, and maintain curriculum relevance at KLEF.

5. Academic Collaboration and Future Action Plan

Immediate Actions

- Document and review the relevant teaching-learning practices discussed during the NUS engagement for possible adaptation at KLEF.
- Continue academic communication with CTLT and relevant NUS experts on teaching-learning innovation and curriculum transformation.

Short-Term Actions

- Explore potential academic partnerships and international benchmarking activities between KLEF and NUS.
- Identify suitable areas for faculty development initiatives based on the practices discussed during the visit.
- Explore opportunities for joint research projects related to teaching-learning innovation and educational practices.
- Examine scalable approaches to digital learning, blended learning, assessment, and learning analytics for potential implementation at KLEF.

6. Conclusion

The academic visit to the National University of Singapore on 10 and 11 November 2025 provided meaningful exposure to international teaching-learning practices and created opportunities for continued academic engagement. The interactions with CTLT experts supported the identification of practices relevant to curriculum benchmarking, blended learning, assessment, learning analytics, faculty development, and curriculum transformation. The visit also opened avenues for potential academic partnerships, joint research projects, faculty development initiatives, and international benchmarking activities.

Submitted by:

Dr. Aravindhan Alagarsamy

Associate Professor – ECE

Associate Dean of Academics for the Teaching-Learning Process

Koneru Lakshmaiah Education Foundation (KLEF)