Sample Application for the Teaching Innovation Award

1. Description of a recent teaching innovation and the underpinning teaching philosophy with reference to the selection criteria *(i.e. (a) Adoption of learner-centred approaches, ability to engage/inspire/impact on students and demonstration of superior acumen in teaching. (b) Evidence of sustainability to be embedded in the curriculum to enhance student learning. (c) Impact on the development of effective teaching practice.)*

During the COVID-19 pandemic, clinical placement for medical students was suspended, and we shifted to online teaching. Our team designed a virtual reality simulation tool called *VirtualMedi*. This tool allows students to use an avatar to immerse in real-life patient-doctor interactions. *VirtualMedi* emphasizes on real-world scenarios and practical applications to help students develop knowledge and skills that are relevant to their future medical careers, which aligns with our teaching philosophy of providing students with authentic learning experiences that will prepare them for the professional world…………………………….

This tool provides a safe and controlled environment for medical student to practice skills needed in the workplace at their own convenience, so it can be easily implemented in teaching on a long-term basis. Also, the tool can accommodate different class sizes because it is hosted on a platform which can handle a large number of users simultaneously………………………

This tool also enhances student engagement by encouraging active participation in applying their knowledge and skills gained from their courses to real-life situations in a virtual environment. After the return to face-to-face teaching, this tool does not only become an important resource for additional clinical practice, but also contribute to the development of blended simulation-based education………………

2. Evidence-based materials showing the impact of excellent teaching on students' learning outcomes and the manner in which your/your team's work may be generalised and applied to other disciplines

In a pre-post course evaluation of student learning, we found that students' clinical competence including diagnostic abilities, treatment planning, communication skills, and patient management significantly improved……………….. Students also see this tool as an alternative to in-person clinical placement, and gave us good feedback:

[Provide examples of student feedback:………………………….]

Our research findings on the effectiveness of the tool in improving student learning has been published in the journal…………………………………..

Apart from medical disciplines, we believe that this tool can be adapted for other faculties which does professional training. For example, the tool can be adapted for the law faculty to conduct training of law students on how to communicate with their clients…………………………..In fact, we have prepared a manual on the implementation of the virtual reality simulation tool, which we believe can be used as a guide for colleagues from other disciplines who have been considering the use or development of a similar tool…………………………………

3. Evidence-based materials showing your engagement in professional development activities and commitment in continuous professional development

Our team have been attending the professional training workshops organized by the Teaching and Learning Innovation Centre (TALIC) regularly to keep a habit of reflection on our teaching practices. We also consulted Dr. XXX from TALIC, who is an expert in edtech and learning design, to discuss about how the tool can be improved…………………………

We hope that our project can become a source of motivation for fellow colleagues to explore innovative approaches to teaching and learning. We have been participating in forums and panel discussions in academic conferences to showcase our work and share our experiences with the wider educational community………………………

Please note that the name of the simulation tool used is fictitious and created solely for illustrative purposes.