Learning is fun. But learning that is structured mainly around passing examinations is neither fun for students nor for teachers. It is often challenging to extricate students from such a psychology that makes for a nasty experience in learning.

My approach has been to create learning around ‘play’, such as designing classes where students can ‘pretend’ to be part of a medical team, trying their best to understand what happened to their ‘patient’ and suggesting what to do. You can see the sparkle and thrill in their eyes when students step into their professional roles. I also encourage them to ‘play the teachers’ in tutorial sessions, allowing them to lead the discussion and cross-examine their peers. After all, to teach is to learn. How often have we wondered if work could be more fun if only work was really like a hobby and not just a set of tasks which we have to complete? I think we can make hobbies of learning and teaching too. That would make our days with students truly fun-filled.