My Role as a Teacher: It depends on the student cohort and year!

Teaching in 1st, 2nd, 3rd and 4th year is helpful. I can deliberately build on skills development and students are receptive to these goals once these are explained. I perform a little more with first year classes. This is to excite and motivate the freshmen as they make the transition into NUS and come to terms with the loss of small classes. Humour is an important tool for accessibility. When they are made to feel comfortable, they learn and retain more, and are open to suggestions. The mature years require better depth and in Honours year, the pace and depth of sessions are held in a higher realm.

Growth and Relationship

In their subsequent senior years in the course, I am able to emphasize a more technical approach and switch to a reliance on a mixture of books and journals and the need for expression through essays, scientific writing and discussions in class. In other words, be a bit demanding! Guidelines identified in the first year are more closely adhered to now that they have had exposure, so this ensures growth. The relationship formed in the first year helps this process along.

What Students Say...

“Very clear in his teaching. He shares many anecdotes/videos/etc which are extremely useful in not only securing our attention for a longer time but also to help us understand the different concepts better, especially since we have no science background. I really like how he tries to equip us with skills that are not restricted to the module but also useful in the future. Provides very useful feedback.”

“He always asks us questions to spark our curiosity and make us think, giving feedback after every assignment and makes sure that we understand every practical. The TAs under him performed very well in general, so he must have given very clear instructions. We are really grateful for having such a good lecturer.”