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“... design not only helps us do things, design also help us understand things.”

Overall, I believe that a good teacher can be likened to a good parent who is genuinely concerned with the holistic development of a child, and teaches the child according to his or her distinct personality. As a design educator, I see creativity as an inherent human capability which can be trained, irregardless of the starting standard. With that, I have a penchant for pedagogy that develops one's imaginative thinking, and over the years I have developed innovative exercises that employ language as a medium to stimulate imaginative thinking. Many of these exercises form part of classroom teaching for the design studios I lead, where each class is meticulously choreographed. Discursive design is the emphasis of the design studios I lead, which includes design approaches that are experimental, conceptual and speculative, following the belief that “design not only helps us do things, design also help us understand things”. Apart for the innovative design pedagogy, my other strengths in teaching, reflected in the student feedback, lie in stimulating the student's capacity for independent thinking, providing a platform for students to achieve maturity on their learning at their own pace, and being able to facilitate constant open discussions in class.

What Students Say...

“Able to provoke independent thinking quite effectively pertaining to individual's design topic. Constructive feedback often provided with new perspectives and thought process offered when approaching a subject.”

“Encourages self-directed learning. Balances relationship between teacher and student well. Skilful, knowledgeable. Somehow a lot of us are really motivated to do your work better. Great assignments.”