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### What Students Say...

With rapid obsolescence of knowledge and global changes, the significance of pure acquisition and retention of technical content has been reduced. Instead, I focus on fostering a learning environment that motivates and incentivises students to be “creators” and “independent acquirers” of information. As an ideal learning environment seeks to minimise the misalignment between teaching and testing, classes are conducted using a single hypothetical case throughout the entire semester to create realistic factual matrices in which tax issues commonly arise. A similar hypothetical model is used in the final examination to evaluate the students’ grasp and application of technical tax rules. This greatly aligns the bases on which students are trained and evaluated.

The other key goal is to utilise a robust evaluation framework that provides little opportunity and incentive to repeat basic information. The mission is to bridge the gap between classroom and the reality of legal practice. While the main mode of assessment is largely based on products of sustained supervised research or final examinations, there are graded supplemental assessments in which all students are expected to submit multiple short opinions assignments within 24 or 48 hours. The writing of these opinions demand students to have the skills to identify issues in almost real-life factual scenarios and the application of technical knowledge to issues not covered in the classroom. Students are also expected to participate in IVLE and peer-rating is part of the rubric for assessment of class participation and quality of contributions.

“Very engaging professor who not just teaches the law but also legal skills, and provides exposure to the commercial reality that lawyers have to navigate in in the modern world.”

“Prof. Phua is extremely sharp and his incisive questions cut to the core of what is important for every problem. He is also inspiring in how he gets us to think of the role of law in a broader context beyond practice.”