



Wong Nyuk Hien

Dept of Building
School of Design & Environment

What Students Say...

"... many of my classmates and I took this module because of the incentive of it being a free S/U module. However, after attending the first lecture, because of Prof Wong's knowledgeable sharing and enthusiasm, most of us enjoy this lesson very much. The lesson plan by Prof Wong is also very diverse- we have fieldtrip, debate, discussion, essay writing, group project and presentation."

After teaching in NUS for the past 16 years, my teaching philosophy can be summed up in 3 principles:

Be Relevant

Students must be imparted with knowledge which they are able to apply in their jobs after graduation. I constantly remind the students that technologies are fast changing and they must keep abreast of what are the latest building technologies/systems available.

I frequently look out for newspaper and journal articles as well as information from the internet, which is relevant to my teaching.

Be Passionate

Being passionate in the teaching can be an important motivating factor for the students. When the students sense that the teacher is very enthusiastic and passionate in sharing the information with them, this will stimulate them to learn.

Be Versatile

I utilize a lot of real-life examples to allow students to connect what they have learned in class with the real world. Students are also expected to look out for real-life examples through newspaper, journal articles and web for their assignments. I also adopt problem-based learning approach by asking students to conduct field studies through a series of field measurements and questionnaire surveys. State-of-the-art computer simulation techniques are also introduced to students to allow them to conduct parametric studies. I also make use of IVLE very extensively for my teaching.

One module, PF4305 "Integrated Project/Green Development", is particularly challenging due to its multidisciplinary nature. In order to ensure that there is a good sharing and integration among the students coming from various disciplines, we decided to adopt a role play approach. We tried to simulate a real project team and every lesson was assumed to be a project meeting that the various team members are to present to the developer. Proper minutes of meeting of the project meetings were submitted. The students were expected to go through the project cycle that covers the feasibility study, development of concept design, project management in terms of time, cost and quality control, as well as financing and marketing of the project. It was amazing to see that though it was a very challenging module, the students produced excellent output in terms of their design and technical reports.