

**Volume**    **Issue**  
**04**        **01**  
**April 2014**

# Newsletter from DLTC

DEPARTMENT OF ELECTRONIC AND INFORMATION ENGINEERING

Teaching is a form of **nurturing**



## Dear Colleagues

The “Newsletter from DQAC” has been renamed as “Newsletter from DLTC” since 2013/14 as a result of the restructuring of some committees in the Department. The Departmental Learning and Teaching Committee (DLTC) has continued the Departmental Quality Assurance Committee (DQAC)’s practice of inviting colleagues to share their good teaching and learning practices and this time, Dr K.H. Loo has been invited to shed some light on his good teaching and learning experience.

K.H. taught “EIE402 Power Electronics” and “ENG2003 Information Technology” in 2013/14 Semester 1 and the former subject received many positive comments from students. This was the second time K.H. taught EIE402. He had gained experience from his first time delivering the subject and streamlined the number of topics covered this time. By doing so, he was able to teach more in-depth on the knowledge which he thought was critical and students should know well about.

K.H. recalled that the class size of EIE402 in 2013/14 Semester 1 was small, around 30 students in total. Because of the small class size, he could recognize each student and interact with them more closely. Students were also willing to ask questions.

He mentioned that he would spend a substantial amount of time before each lesson to do the preparation work, especially he would try to think from the students’ perspective and prepare for their possible questions. During lectures, he would use self-designed simulation to demonstrate abstract concepts, and teach students skills which were necessary for carrying out the assigned project. During laboratory sessions, he would be present at the laboratory the whole time to monitor students’ work and answer students’ enquiries even though the Tutor and research students were there to assist the students. He would use the laboratory hours as the opportunity to interact more closely with the students, in particular to show them the connection between theories taught in classroom and how to apply them in circuit designs.



From K.H.'s experience, we found that the following might have contributed to the positive feedback from students:

- (i) Concentrate on topics which are critical and students should know well about, instead of covering a lot of topics superficially;
- (ii) Subject lecturer can have a closer interaction with students;
- (iii) Prepare well for each lesson and for questions from students; and
- (iv) Be present at the laboratory the whole time during laboratory sessions to keep check of students' progress and answer students' enquiries.

The DLTC will continue to identify good learning and teaching practices for sharing. If you have any teaching practices and experience that you want to share with colleagues, you are welcome to send us your views anytime.

Dr Daniel Lun

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