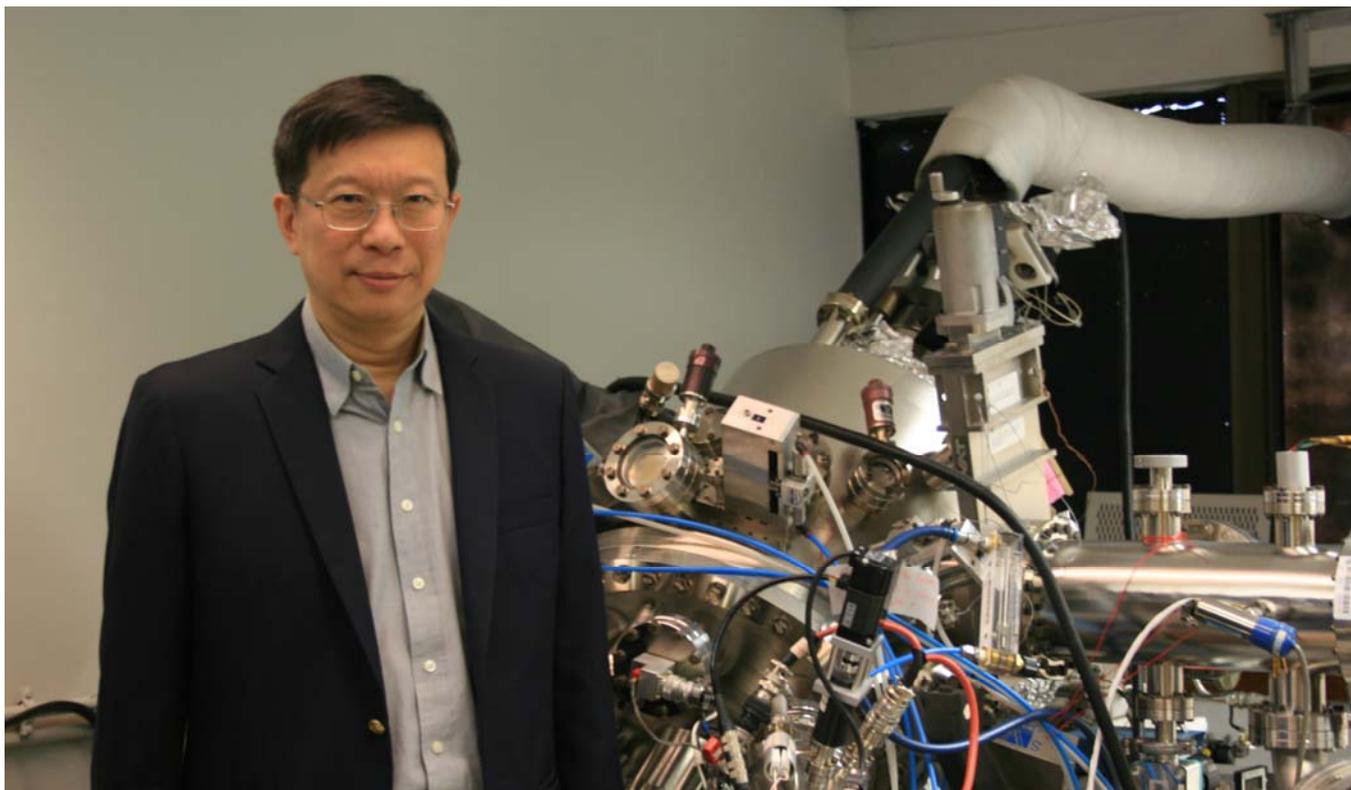


# Newsletter from DLTC

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## Dear Colleagues

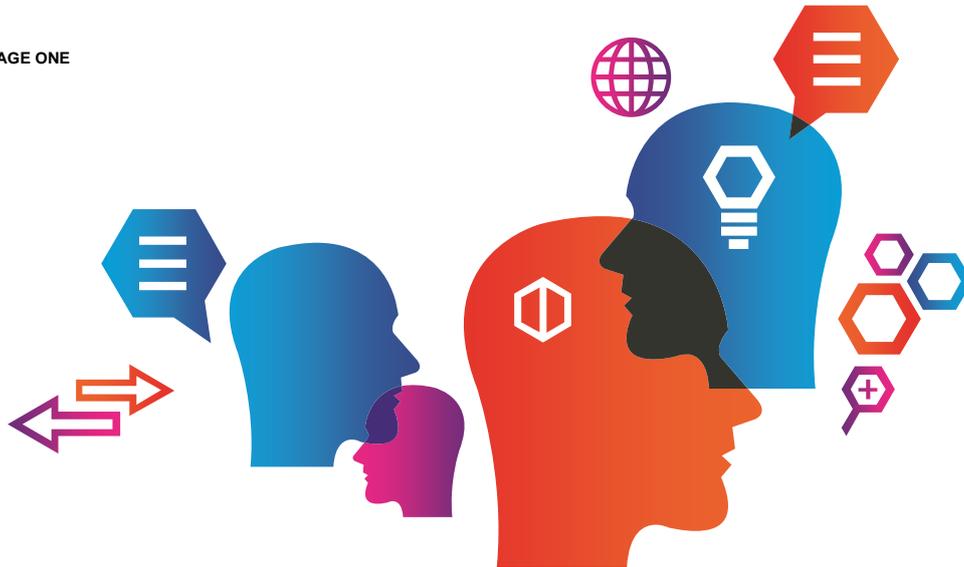
The Departmental Learning and Teaching Committee (DLTC) has continued the practice of inviting colleagues to share their good teaching and learning practices, and disseminating the sharing through the “Newsletter from DLTC”. This time, Prof. Charles Surya has been invited to shed some light on his good teaching and learning experience.

Charles taught “EIE306/EIE3306 IC Technology and Processes” in 2014/15 Semester 1 (and in 2015/16 Semester 1 as well) and the subject received many positive comments from students.



“ No stupid questions, i.e. no questions from students are “stupid”. ”

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EIE306/EIE3306 is a compulsory subject for BEng(Hons) in Electronic Engineering (42079/42479) students and an elective subject for BEng(Hons) in Electronic and Information Engineering (42070/42470) students. Charles felt that most students taking the subject were motivated and eager to learn.

In EIE306/EIE3306, students were required to form groups of 8 to complete a laboratory experiment of fabrication of semiconductor device. For safety reason and for the benefit of students' learning, 3-4 teaching assistants were assigned to look after each group of students when they did the experiment. In this way, students were closely guided. It turned out that students found this hands-on experience useful.

Charles mentioned that he had tried to match the lectures with the laboratory sessions by teaching the theories and what students needed to know before they engaged in the laboratory experiment. In case students had to start working on the experiment prior to the associated lecture was delivered, Charles would arrange a special/an additional lecture for these students to ensure that they knew what they were doing during the experiment and that they could learn something out of this process.

To make sure students understand and revise what he taught, he encouraged students to ask questions during lessons. He told students that there would be "no stupid questions", meaning no questions from them would be classified as "stupid" and hence encouraging students to ask all types of questions. Quizzes in the form of short written questions were also arranged from time to time to encourage students to follow closely the progress of the subject.

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## What We Learn...

From Charles' experience, we found that the following might have contributed to positive students' learning experience:



(i) Provide Close Guidance

Providing sufficient support and guidance to students during laboratory sessions.

(ii) Provide Hands-on Experience

Letting students go through the complete process of Integrated Circuit fabrication so that students can have a firm understanding of the subject through hands-on works.

(iii) Arrange Lecture before Laboratory Work

Teaching the theories and what students needed to know at lectures before they engage in the laboratory experiment to ensure students know what they would be doing during the experiment.

(iv) Keep Track of Students' Study Progress

Encouraging students to ask questions during lessons and designing quizzes to encourage students to do revision.

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

Chairman, Departmental Learning and Teaching Committee (DLTC)

Department of Electronic and Information Engineering

