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Dr Goh stands out as teacher who has, over a relatively few years, made significant strides in his own professional teaching development, as well as innovative contributions to curriculum diversification and upgrading. Already a good teacher with a naturally easy and productive rapport with students, he has become a powerful and effective educator, able to facilitate the acquisition of higher-level analytic and reflective skills by students.

There are several substantive indicators of Dr Goh's progressive development as an exceptional teacher. He has moved from playing junior roles in co-taught modules to take on full responsibility for module design, content, lecturing and coordination. He has shown himself able to teach across a range of modules, from extremely large first year classes of over 900 students to much a smaller, upper-level module that extends the mode of teaching and learning well beyond classroom-based activities. Further, he has reflectively assessed both the strengths and shortcomings of each module, and made significant changes in content, reading materials, structure and mode of delivery over time, with changes consciously designed either to address a point of weakness or to extend further the contribution of a module. This continuous, reflective refinement of his teaching shows a particularly high level of commitment to delivering the highest quality of education to his students, given that Dr Goh could have settled early into the role of being a merely (but no doubt gratifyingly) popular lecturer.

Dr Goh has built on his capacity to engage student attention to introduce a style of what he calls conceptual learning and teaching, in which the active interplay of empirical and theoretical material is used to develop students' capacity for analytic reasoning, methodological rigour and reflective breadth. Teaching materials introduce solid historical and political perspectives into sociology, offering truly multi-disciplinary scope. Required readings also offer a range of contrasting voices, calling upon students to engage actively with the ideas, not passively absorb them. This skill is reinforced by assessment tasks that require students to not only show understanding and the ability to apply concepts, but also to make an independent assessment of the relative merits and weaknesses of different arguments.

On more technical and managerial matters, Dr Goh has also excelled. He has shown exemplary management skills in coordinating large modules, which require running a team of co-teachers and tutors. His detailed guidance to tutors on matters such as assessment criteria testifies not only to the reflective sophistication brought to assessment tasks, but also a commitment to ensure parity across students taking the module. His use of technology to further teaching aims and improve effectiveness showcases the potential of services such as podcasting, the use of embedded video and anti-plagiarism software.

In qualitative feedback, Dr Goh's students frequently commend his ability to explain complex concepts, to relate them to real-life examples and to bring the subject to life in ways which prompt them to re-think many of their assumptions. He is also able to stimulate students' ability to think out of the box by developing a multi-directional learning approach, in which different activities and modes of delivery engage the students in peer learning, interaction with the lecturer, and interaction with their subjects. A commitment to taking the students out of the classroom to engage in experiential learning is complemented by making space in the classroom for practical activities, 'social artefacts' and structured game exercises. This is active learning at its very best.

Special mention should be made of a particularly innovative module taught by Dr Goh, GEK1052: Community Service and Social Action. This service learning module was introduced by Dr Goh in cooperation with a faculty member from Political Science and then subsequently taught entirely by Dr Goh, who has now twice carried out an extensive redesign of its structure, content and assessment components in response to feedback and observation. Despite the inherent challenges of teaching a module such as this, which introduces students to tasks and experiences which fall outside the traditional pattern of university learning, the module clearly offers students a valuable learning experience in which their own initiative is given broad range, within a careful structure provided by the lecturer. The activities carried out by students showcase the enterprise and creativity with which they met the module's challenges. One group, for example, developed a board game as an educational

tool designed to foster awareness of racial harmony and went on to co-operate with different social sector organizations in introducing the game at a number of events involving schools and community groups. Other groups worked with different social sector non-governmental organizations in a variety of practical activities, developing materials, raising awareness and holding events that engaged with the wider community. Overall, Dr Goh's commitment to this module has made its educational value exemplary while also fulfilling the university's mandate to contribute to the country.