

## NOTES OF MEETING OF DIALOGUE SESSION

Chairperson: A/P Ong Chang Woei

Date: Monday, 3 October 2011

Time: 4:00pm

Venue: Seminar Room B, AS7/0117

Year	No. who attended (Total: 8)	Majors
ARS1	1	NIL
ARS2	3	Economics (2), Psychology
ARS3	2	History, CNM
ARS4	1	History
SOC4	1	Geography

No.	Issue(s) Raised	Discussion	Response
1	<b>Webcast Lectures</b>	<ul style="list-style-type: none"> <li>Request for more webcast lectures.</li> <li>Facilitates revision.</li> <li>Suggested to upload webcast lectures 1 week before reading week.</li> <li>While some students tend to skip lectures due to webcast lectures, there are others who use them for revision.</li> </ul>	<ul style="list-style-type: none"> <li><b>Dean's Office:</b> Webcast lectures are for generally for bigger classes and also depend on the lecturers concerned (Centre for Instructional Technology provides advice on feasibility and setup). Students are advised to also approach Departments/Lecturers about their concerns.</li> </ul>
2	<b>Class Sizes</b>	<ul style="list-style-type: none"> <li>Too large classes; difficulty in discussion.</li> <li>Some tutorial classes constitute as much as 20% CA marks (e.g. History) and it is very hard to speak as some dominate in class while others keep quiet.</li> <li>Students majoring in</li> </ul>	<ul style="list-style-type: none"> <li><b>Dean's Office:</b> More Freshmen seminars being offered (small class size allows for discussion). Faculty is also working on smaller class size for higher level modules (e.g. Econs)</li> <li><b>Dean's Office:</b> While there may be a lack</li> </ul>

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		<p>Economics mentioned that there are not enough questions to go around in class and some students ended up not presenting and being awarded zero marks.</p>	<p>of uniformity in assigning lecturers/tutors for leading the discussion groups, there should not be a situation where there are not enough questions to go around. One possible solution would be to increase the number of questions, assigning group presentations instead of individual presentations or increasing IVLE participation marks. Requested for students to write in so faculty could follow-up.</p>
<b>3</b>	<b>Theory vs. Real World Discussions</b>	<ul style="list-style-type: none"> <li>• Students majoring in Econs felt that the theory is too theoretical and mathematical with little real world discussion.</li> <li>• Request for lecturers to be more engaged in their teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dean's Office:</b> Due to the nature of the subject it is more theoretical and mathematical. Suggested for students to approach Depts to request for more real world discussions. Also advised students to provide module feedback for Depts to look further into it.</li> </ul>
<b>4</b>	<b>Teaching Standards of TA/Lecturers</b>	<ul style="list-style-type: none"> <li>• Some TAs cannot answer students' questions and students have to refer back to the lecturers.</li> <li>• Request that students' feedback on lecturers be publicized.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dean's Office:</b> Mostly a requirement for TAs who undergo training for their MA/PhD programme. It is important for students to challenge TAs/Lecturers in the learning process if students suspect that they are giving wrong information. To highlight this problem, students have to give genuine feedback of the class so as to help the Faculty to identify such lecturers.</li> <li>• <b>Dean's Office:</b> Feedback will be looked into.</li> </ul>
<b>5</b>	<b>More Support From Departments</b>	<ul style="list-style-type: none"> <li>• A student majoring in Economics responded to an email sent by Econs Dept on a Conference organised by the University of Indonesia. Student reported that the Dept do not know about the Conference when approached. As this</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dean's Office:</b> Request for the student to provide the email he received from the Dept so that the faculty can follow-up with the Dept.</li> <li>• <b>Another student in session:</b> Suggested that the student could approach the Econs Society for help.</li> </ul>

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		<p>being the first time he is attending the conference, he felt that general support and information could be provided (e.g. name cards, sharing of earlier experiences from students and how to prepare for the conference).</p>	
<b>6</b>	<b>Fire Drill During Class</b>	<ul style="list-style-type: none"> <li>• A student reported that his class was interrupted by a fire drill on 30/09/11 (about 10.20 am), ADM block. Student said that his Professor was unaware of the drill and was unhappy that his class has been interrupted. He added that some students had gone to the Deck to buy coffee instead of meeting at the specified place. He felt that a schedule should have been communicated to the faculty members earlier.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dean's Office:</b> Fire drills could happen during class as would a real fire to happen. As such it would be important for the faculty to understand that fire drills should be taken seriously and the safety of the students should be the top priority.</li> <li>• <b>Office of Housing Services:</b> Fire drill notice was emailed to all occupants before the drill. Hardcopy also displayed at all the entrance doors. Fire wardens had done their best to inform all at their respective floors.</li> </ul>
<b>7</b>	<b>Unable to S/U FASS modules</b>	<ul style="list-style-type: none"> <li>• A student said that it is not justifiable to "push" students out of FASS to do modules from other faculties. She explained that many modules within FASS are cross-disciplinary and as such would be similar to taking modules from other faculties. Therefore, she felt that students should be</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dean's Office:</b> Students have to take modules from other faculties so that they would have a broad based education and training.</li> <li>• <b>A student in session (also NUSSU Council Representative):</b> There are ramifications beyond FASS. He said that he will be bringing this up at the BUS meeting with the administration.</li> <li>• <b>Dean's Office:</b> Students are encouraged to speak up to management to facilitate change as student feedback is important.</li> </ul>

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		given the option of S/U for FASS modules.	
<b>8</b>	<b>Research with Professors</b>	<ul style="list-style-type: none"> <li>Student suggested that there could be modules (especially during the Special Semester) that students can participate in by joining their Professors in their research.</li> </ul>	<ul style="list-style-type: none"> <li><b>Dean's Office:</b> Some higher level modules in certain departments do have some sort of research components built in. The Faculty offers the Undergraduate Research Opportunity (UROP) to undergraduates. More details are found at <a href="http://www.fas.nus.edu.sg/undergrad/toknow/special_programmes/UROP.htm">http://www.fas.nus.edu.sg/undergrad/toknow/special_programmes/UROP.htm</a></li> </ul>
<b>9</b>	<b>Modes of Assessment</b>	<ul style="list-style-type: none"> <li>Student suggested that all exams and assessments will avoid testing on content but rather challenge students to apply what they have learnt.</li> <li>Student suggested that classroom tutorials should be the base and forums should only be a supplement to the overall module (distinct lack of engagement in forum tutorials).</li> </ul>	<ul style="list-style-type: none"> <li><b>Dean's Office:</b> This is hard to implement as different courses have different pedagogical goals. In fact, some essential modules where building up knowledge on contents is crucial for the module itself and other related modules.</li> <li><b>Dean's Office:</b> Different lecturers may use different mediums to engage in critical discourse with students.</li> </ul>
<b>10</b>	<b>Block ADM</b>	<ul style="list-style-type: none"> <li>Student from Arts Club mentioned that she was disappointed that the student clubs and societies were not consulted and informed about the fate of the building. She feared that no alternative avenues were provided for the clubs and societies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Dean's Office:</b> The Arts Club President Shi Chen was informed that Arts Club may have to vacate Block Adm. in March 2011. Other student societies were informed of the matter in September 2011 at the Student Leaders Tea. Student Leaders from each society will be also invited to attend a session with Office of Estate Development in December 2011.</li> </ul>