

## LIOW, Zhengping

Research Area: Heterarchical Studio Pedagogy, Hidden Curriculum, Mental Well-being



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Zhengping Liow is a lecturer (Teaching and Learning) in Architecture at Singapore Polytechnic and is currently pursuing a doctoral degree at the National University of Singapore. He received his Bachelor of Architecture (Hon 1) and Bachelor of Science (Architecture) with Merit | Dean's List in 2007 and 2005 respectively, from the University of Newcastle (Australia, NSW).

His PhD research, supervised by A/P Zhang Ye, A/P Cheah Kok Ming and Prof Ashraf M. Salama from Northumbria University, focuses on the intersection of educational psychology, design studio pedagogy, and cross-pollinative team learning strategies, specifically on the effects of power dynamics/structures inherent through the hidden curriculum of socialised design studios.

Ping has spoken at international platforms, such as at the plenary session at the Sydney Architecture Festival + Association of Architecture Schools of Australasia annual conference in 2016. Presented peer-reviewed papers at international conferences in Ankara (DRS LxD 2019), Auckland (ASA 2020), Jinan (DRS LxD 2021) - which won the 'Top Research Paper award', Hong Kong (IASDR 21), Reykjavik (2023 Teachers' Conference organised by the Association of Collegiate Schools of Architecture - ACSA and the European Association for Architectural Education - EAAE) and Boston (DRS 2024). His chapter '*Start It Right [S.I.R.] - A Heterarchy Studio Pedagogical Model for Generation Z Learners*' (2021) in the book '*Effective Design Critique Strategies Across Disciplines*', by The University of Minnesota was published in 2021.

He was also recently invited by DRS | Open University UK and Design Literacy International Network to share his research. His most recent manuscripts '*...This Is How Things Are Done: Dismantling the Master-Apprentice Design Pedagogy Fallacy with Social Support and Growth Mindset*' and '*Students' Public Success and Private Breakdown - Exploring the Relationships between Social Support, Anxiety, and Academic Performance*' were published by DRS LxD and Form Akademisk respectively.