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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 completing his 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, including the plenary session at the Sydney Architecture Festival + Association of Architecture Schools of Australasia annual conference in 2016. He presented peer-reviewed papers at international conferences in Boston (DRS 24), Lisbon (DRS LxD 25), Bristol (Association of Architectural Educators 25), Reykjavík ('23 Teachers' Conference organised by the Association of Collegiate Schools of Architecture - ACSA and the European Association for Architectural Education - EAAE), and Jinan (DRS LxD 21), which won the Top Research Paper Award. His book chapter, "*Start It Right [S.I.R.] - A Heterarchy Studio Pedagogical Model for Generation Z Learners*" ('21), was published in *Effective Design Critique Strategies Across Disciplines* by The University of Minnesota.

He was recently invited by the University of Lincoln, UK, and Sahmyook University, Seoul, to deliver guest lectures titled "*Decolonising Architecture [Pedagogy]: Critiquing the Obsession with Spectacle and Stylistic Forms*" and "*How Green is Green? A Critical Examination of Buildings, Energy and the Sustainability Paradigm*". He also facilitated the workshop "*Flipping the Script: Data-Enabled Flipped Learning with Differentiated Learning*" at the University of Newcastle. He serves on the Technical Program Committee of the International Symposium on Advances in Technology Education (ISATE) 2026-2027, and on Singapore Polytechnic's Institutional Review Board (IRB) for educational research reviews.