

# Asian Journal of the Scholarship of Teaching and Learning

The Asian Journal of the Scholarship of Teaching and Learning (AJSoTL) is an international, peer-reviewed, open-access, online journal. AJSoTL seeks to create and nurture a global network of academics and educators who will discuss ongoing changes and future trends in tertiary education.

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The charm of fishing is that it is the pursuit of what is elusive and attainable,  
a perpetual series of occasions for hope.

- John Buchan, Scottish Novelist And Governor-General Of Canada

Photo by Erle Lim

### Editorial

#### Understanding Growth and Development in Undergraduate Students' Thinking, Writing and Speaking Skills

WU Siew Mei, CHNG Huang Hoon

*Recommended Citation: Wu, S. M., & Chng, H. H. (2014). Understanding growth and development in undergraduate students' thinking, writing and speaking skills. Asian Journal of the Scholarship of Teaching and Learning, 4(4), 192-195.*

### Articles

#### Effectiveness of a New Science Communication Course—A Preliminary Report

NG Kah Loon, DENG Xudong, ZHANG Sanqian, Maurice CHNG Yuan Zhang, CHUA Tin Chiu, KOH Li Ling, SIM Xiu Juan, VAHID ARYADOUST, ERIC CHAN Chun Yong

*Recommended Citation: Ng, K. L., Deng, X., Zhang, S., Chng, Y. Z. M., Chua, T. C., Koh, L. L., Sim, X. J., Aryadoust, V., & Chan, C. Y. E. (2014). Effectiveness of a new science communication course – A preliminary report. Asian Journal of the Scholarship of Teaching and Learning, 4(4), 196-205.*

## **Encouraging Student Talk as a 21st Century Competency**

Peter TEO

*Recommended Citation: Teo, P. (2014). Encouraging student talk as a 21st century competency. Asian Journal of the Scholarship of Teaching and Learning, 4(4), 206-219.*

## **Measuring Critical Thinking as Learning Outcome: A Pilot Study From the Ideas and Exposition Module**

W. Patrick WADE, Ya Hui Michelle SEE

*Recommended Citation: Wade, W. P., & See, Y. H. M. (2014). Measuring critical thinking as learning outcome: A pilot study from the Ideas and Exposition module. Asian Journal of the Scholarship of Teaching and Learning, 4(4), 220-236.*

## **Editorial Board's Note**

### **Special Thanks**

From the Editors

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