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Over the many years of teaching in NUS (and during my time at graduate school), I have come to realize that one of my main strengths is the ability to effectively facilitate student learning by helping them develop their own thought processes towards the critical understanding of concepts. I have put this strength to good use in the design and execution of my modules, where I have incorporated many small group discussion sessions in the middle of lectures to allow students to rationalize and discover concepts on their own. Because these concepts were not taught to students prior to the discussions, they need to have the model answers. They will then learn to understand the concepts, to develop their own (logical) ways of thinking and derive rationales for those concepts. This approach encourages students to explore more deeply into the concepts (and reduce rote learning); at the same time, it allows students to exercise peer learning, which helps them clarify their understanding and more effectively organize their thoughts better.

My other main strength would likely be my clear enthusiasm and passion for science. I teach with a lot of energy, and I am always trying my best to engage students by getting to know each one of them, and by using interesting ways to deliver and teach the content (such as webex lectures and experimental demonstrations). With these approaches, I hope to inspire my students to become equally excited and ultimately encourage them to pursue a career in the sciences.

What Students Say...

"He is a very inspiring lecturer, and his lectures are extremely enjoyable. Though the workload is heavy, I have never regretted taking his module."

"The way he teaches is really interesting and I really learnt a lot from his lessons. Besides, he is also very encouraging and approachable, making the students more motivated to learn better. He also encourages peer learning, which makes the learning process more interesting and shy people tend to be more outspoken during his lecture."