

TEACHING STATEMENT

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My approach to teaching and supporting students is grounded in a set of core beliefs and practices that reflect the unique context of VinUniversity (VinUni) and my personal philosophy. VinUni's students stand out as some of the best and most committed in the country. Their dedication and passion for learning create a unique environment that demands my utmost effort to provide them with an exceptional learning experience. I firmly believe that teaching is not just about imparting knowledge but also motivating and inspiring students to reach their full potential.

I view classes as conversations rather than one-sided lectures. Recognizing that not all students find the topics as exciting as I do, I aim to inspire them by highlighting the real-world impact, significance, and the underlying logic behind the subject matter. It's not about rote memorization but fostering a deep understanding.

My journey into teaching was shaped by the outstanding educators who supported me during my own academic pursuits. I am committed to being that supportive figure for my students, offering guidance and encouragement throughout their educational journey. My primary goal is to inspire students to discover the beauty and purpose in seemingly complex and rigorous subjects. Science, like art, offers multiple interpretations of the same topic, and I relish the opportunity to engage in discussions that showcase these diverse perspectives.

To cater to the varying needs and learning styles of my students, I employ diverse teaching methods. For instance, in my Introduction to Programming lectures, I recognized that engineering students had an advantage, while business students, often more creative, were less accustomed to rigid reasoning. Therefore, I created user-friendly slides and incorporated interactive elements to make the subject more accessible, particularly to business students. I incentivized participation with to create a dynamic and enjoyable classroom environment. When I held Algorithm Design lectures, I emphasized intuition over rigidity to make the subject more approachable. For physics, I introduced computational methods to breathe life into theoretical concepts.

One of the hallmarks of my teaching approach is flexibility and support. I understand that students have unique circumstances, and I strive to accommodate them. After marking weeks of homework, I gained insights into the different areas where different groups of students struggled most. Armed with this knowledge, I specifically designed questions that targeted the type of understanding needed to grasp those concepts for different students. Additionally, when a group of students faced time constraints due to an upcoming exchange program, I organized extra sessions and provided additional resources to ensure their success.

I actively encourage students to reach out beyond regular class hours, recognizing that learning doesn't always conform to a schedule. Some of my most productive interactions with students have occurred during the late hours when they are most engaged in understanding complex exercises.

Creating an inclusive learning environment is paramount. I foster an atmosphere where all students feel valued and heard, regardless of their background or prior knowledge. By tailoring my teaching methods and materials to individual needs, I aim to ensure that every student has the opportunity to excel.

In conclusion, my approach to teaching and supporting students at VinUniversity is rooted in the belief that excellence arises from inspiration, innovation, and inclusivity. I am committed to motivating and guiding students to achieve their academic and professional goals, creating an engaging and supportive learning environment, and constantly adapting to meet the diverse needs of my students. VinUniversity's exceptional students have reinforced my dedication to these principles, and I am eager to continue evolving and enhancing my teaching and support practices in pursuit of educational excellence.