

Teaching Statement

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1 Teaching Philosophy

I adhere to three key principles for effective teaching. First, drawing upon my experience, I firmly believe that economic concepts should be understood at three distinct levels—intuitively, graphically, and mathematically. I will adopt this principle as a key pedagogical approach when teaching my own economics class. Specifically, I will focus on conveying the meaning of economic concepts and theories as simply as possible using clear language and concrete, real-world examples. Starting with an intuitive perspective can help accommodate students with diverse backgrounds—including those new to the subject and those who might not have an analytical background—leading to greater engagement in class. I will then turn to graphical explanations of the concepts, aiming to deepen students' understanding. For specific economic ideas, such as indifference curves, graphical representations clarify the concepts and illustrate the relationship between key economic variables. Finally, I will explain how the concepts I have taught using the previous two approaches can be reformulated using mathematical methods. Teaching students how to articulate and solve economic problems using mathematics not only provides them with rigorous tools to quantify and predict economic behaviors but also promotes the development of logical and structured thought. Throughout my time in graduate school, I have used these three sequential approaches as teaching tools whenever I needed to help students understand their course materials, and I have found them to be highly effective.

Second, it is essential to provide well-written lecture notes that closely align with the actual classes. Because the analytical approach is a core component of economics, drawing graphs and solving complex equations are integral to teaching economics. I will write down key points on the chalkboard to ensure that all students are following the material, but it is important to recognize that students understand things at differing rates. To address this, I am committed to creating well-polished lecture notes that clearly outline each step discussed during classes, enabling students to refer to them whenever needed. The benefits of having excellent lecture notes include saving students' time, allowing them to focus more on active participation in class discussions. One experience that stands out regarding the effectiveness of well-organized lecture notes is when I was a first-year Ph.D. student. Throughout my first year, I made my own lecture notes to teach myself in preparation for comprehensive exams and shared them with peers who were overwhelmed by the volume of material covered during the first year.¹ My lecture notes helped us efficiently delve into the core material, including technical details, and I received a lot of feedback on how helpful they were in preparing for the exams. In the same vein, I plan to provide my students with as many resources as possible to help them succeed in the course. As one example, I aim to offer plenty of practice opportunities before exams. When I was a teaching assistant during my master's program, I arranged for access to all the previous years' exams with the consent of the instructor, along with solutions that I created myself. This way, students could better understand and master the material.

¹Two examples of my own lecture notes are available here: [Micro II](#) and [Macro II](#).

Last, I want to emphasize the importance of interacting with students both inside and outside the classroom. Inside the classroom, my primary focus is on communicating the goals of the lectures, explaining the rationale behind the chosen topics and assignments, and motivating students to actively participate in the course. Although the success of a course largely depends on in-class lectures, the efforts outside the classroom are equally vital. As a teaching assistant in graduate school, I have made every effort to be accessible to students through various channels, including office hours, emails, and texts. I have also frequently extended office hours before exams, offering both Zoom and in-person sessions to accommodate as many students as possible. These experiences have made me recognize the value of interactions outside the classroom in identifying which parts of the course are challenging for students and in soliciting candid feedback on the class. Therefore, I am dedicated to continuing these interactions with students in my own classes.

2 Teaching Experience and Interests

During my time in graduate school, I have had the opportunity to serve as a teaching assistant for a range of courses, including lower-level introductory courses (e.g., Introduction to Microeconomics, Introduction to Econometrics) and upper-level elective courses (e.g., Labor Economics). Through this experience, I have come to understand how much I genuinely enjoy and value teaching students. For instance, when the instructor was out of town for an academic conference, I volunteered to deliver the in-class lecture and truly enjoyed interacting with the students.

One particularly impactful experience I had was when the pandemic forced us to completely change our teaching mode. As a teaching assistant for Introduction to Labor Economics in Fall 2020, I worked closely with the instructor to develop a new teaching system that fit the challenging circumstances while still supporting students' learning. Besides setting up the Canvas system for efficient online learning, I attended every class as if I were a student in the course and provided feedback to the instructor from a student's perspective, noting concerns such as the handwriting being too small to be visible on the screen. In addition, I paid particular attention to the quality of problem sets and exams by thoroughly proofreading them in advance and discussing any potential confusion or ambiguity with the instructor. This was especially important because we were unable to provide immediate answers to students, as the quizzes and exams were administered online. All these experiences have given me invaluable opportunities to learn not only about instructors' specific responsibilities but also about students' demands. At the end of the semester, the instructor evaluated my performance as follows: "*Jinnyeong was a great TA, probably the best I've had in 20+ years at UT.*"

My experience as a postdoctoral fellow at Harvard University has also shaped how I approach teaching. While at Harvard, I audited "U.S. Healthcare Industry and Regulatory Policy" at the Kennedy School, taught by my advisor. I was struck by the tremendous effort the instructor devoted to preparing and delivering the material and by the students' active engagement and participation. This course has become a model for how I aspire to teach. It also deepened my understanding of the U.S. healthcare system, which I now view as an invaluable asset for teaching health economics and public policy.

I believe that my experiences as a teaching assistant at the University of Texas at Austin and as a postdoctoral fellow at Harvard will be valuable as I transition to teaching my own courses. As an

instructor, I would be happy to teach any undergraduate-level microeconomics course. In addition, as an empirical microeconomist, I am particularly interested in teaching introductory econometrics and causal inference. At the graduate level, I would feel comfortable teaching courses in my primary and secondary research fields, including health economics, public economics, labor economics, and economics of education. Finally, I am also interested in developing courses on topics related to the U.S. healthcare system.

3 Advising and Mentoring Students

In addition to teaching in the classroom, I am committed to advising and mentoring both undergraduate and graduate students. For undergraduate students, I have three primary mentoring goals. First, I aim to identify promising and ambitious students and inspire them to pursue research they are passionate about. I am eager to advise and guide these students, sharing my expertise and resources. If their interests and abilities align with my research, I am also ready to welcome them as collaborators. During my time at Harvard, I supervised undergraduate research assistants and gained experience mentoring undergraduates interested in research. Second, for those interested in pursuing careers in the private or public sectors, my advising will focus on developing their skills, such as critical thinking and problem-solving, which are highly desired for successful careers in these areas. My working experience at one of the Fortune 500 companies will be advantageous in mentoring these students. Third, I hope to leverage mentoring opportunities for undergraduates to promote diversity, equity, and inclusion in the field of economics. To this end, I intend to give special attention to underrepresented minorities in the discipline and proactively support them.

Personally, I was privileged to have an impeccable advisor during my Ph.D. program, which has enormously helped me grow as an independent researcher. As such, I would like to replicate my own relationship with my advisor in my relationships with future Ph.D. students. I plan to adopt an open-door policy for my advisees, ensuring they receive continuous feedback on their research. While I will encourage and motivate students when they become frustrated due to their ideas not working out, I believe part of my role in advising doctoral students is to prevent them from pursuing clearly unproductive paths. To do so, I will sometimes provide straightforward, albeit potentially painful, feedback to students to help them redirect their efforts towards more viable and promising projects. Lastly, as pursuing a Ph.D. is not only intellectually challenging but also demanding in other aspects, I hope to be an advisor who also cares about students' other difficulties, including their mental health.

Finally, as I have earned a terminal master's degree in economics, I understand the mixed demands—moving into work or continuing with studies—among students in master's programs. I will leverage both my private sector and academic experience to flexibly meet their needs, ensuring that I can offer them the best advice. For instance, if they are willing to continue their doctoral studies in economics, I would advise them on how to become an ideal Ph.D. applicant.

4 Diversity, Equity, and Inclusion

As a teacher, I will strive to develop curricular content that integrates a broad range of backgrounds, experiences, and perspectives to ensure diversity in the teaching materials. Students will be exposed to various viewpoints and cultures, which will promote tolerance and foster a sense of belonging for all individuals. In addition, I will make certain that every student has an equal opportunity to succeed in the course by addressing pre-existing disparities in knowledge or resources. For instance, I will avoid using jargon or overly technical terms without explanation and will provide supplementary materials or sessions for those new to the subject. All of these efforts will contribute to achieving educational equity in my teaching. Finally, I will use a variety of assessment tools, including traditional exams, in-class participation, and group presentations, to accommodate diverse learning styles and needs. All students in my class will have the opportunity to demonstrate the knowledge and skills they acquire in a manner that plays to their strengths. This approach will serve as a fundamental basis for inclusive evaluation for all students.