

Teaching Statement

Minki Kim
University of California, San Diego

Teaching Experience

At the University of California, San Diego, I was a teaching assistant for multiple undergraduate-level courses in the economics department. The teaching activities include holding weekly discussion sections and exam review sessions, weekly office hours, and reviewing/grading exams and homework. The courses I taught cover a wide range of fields in economics. In fact, I have taught the entire sequence of undergraduate macroeconomics offered at UCSD: *Principles of Macroeconomics*, *Short-Run Macroeconomics*, *Long-Run Macroeconomics*. Besides the macroeconomic courses, I was also a TA for an elective course in applied microeconomics, *Public Policy*, which covers the topics like taxation, redistributive policies, and housing markets.

The wide-range teaching experience equipped me with the skills to deliver macroeconomic topics effectively and made me understand how undergraduate macroeconomic courses are interrelated. I frequently saw students struggle to apply their knowledge from other economics courses to their current classes and eventually lose interest in economics. To prevent this, I always provide the students with a holistic view of macroeconomics by connecting related topics. For example, when I cover the Solow growth model in *Long-Run Macroeconomics*, I relate it to the IS-LM model in the short-run context, motivating the students to see how long-run and short-run macroeconomic phenomena are not separable. The comprehensive teaching experience also taught me which concepts are essential throughout the curriculum. For instance, a solid understanding of marginal and average values is crucial for students to excel in upper-level courses. I emphasize this concept repeatedly in lower-level classes and give my students opportunities to practice it. My passion for guiding my students to understand the material is reflected in my positive teaching evaluations. In all the macroeconomic courses I taught at UCSD, I maintained high approval rates, with the lowest being 88.9%. I taught *Public Policy* twice, and I received a 100% approval rate both times.

Aside from the undergraduate courses, I was also a teaching assistant for the first-year Ph.D. macroeconomics course at UCSD, taught by Professor Titan Alon. I had the privilege of being involved in curriculum development and designing my recitation sessions. In my weekly recitation sessions, I covered the fundamental tools for graduate-level macroeconomics, such as dynamic programming, representative and heterogeneous agents models, OLG models, endogenous growth theory, and the numerical implementation of those models. The ability to solve complex macroeconomic models numerically is essential for independent research. Therefore, I put particular emphasis on numerical implementation by holding computation practice sessions. My dedication to teaching in the graduate course is reflected in positive teaching evaluations, with a 91.7% approval rate.

The strong teaching evaluations from undergraduate students and my passion for contributing to undergraduate education led me to serve as the Senior Teaching Assistant in the 2021-22 academic year. My duties included organizing orientation meetings designed for first-time TAs, circulating suggestions on grading practices, and providing exam accommodations for students with disabilities by collaborating with the Office of Students with Disabilities. Through this opportunity, I was able to help create a conducive learning environment by guiding first-time TAs with my experience and also aiding students with disabilities.

Teaching Philosophy

As a teacher of economics, there are two goals that I attempt to accomplish whenever I teach a class. Firstly, I aim to equip my students with an essential toolkit to analyze real-world socioeconomic phenomena. Economics provides a powerful logical tool and enables critical thinking that can be applied to various social problems. I encourage my students to think like an economist, even if they do not pursue economics as their career. My approach to achieving this goal involves relating economic models to various real-world examples and anecdotes. In my classes, I introduce to students articles on relevant current issues from *The Economist*, *The Wall Street Journal*, or other sources in conjunction with the topics I am teaching. I have found it to be effective in making students digest the material more easily and also build intuitions on how economic models can be used in real-world settings.

Secondly, I seek to discover and foster potential future economists. During my undergraduate studies, I had the privilege of having outstanding professors who introduced me to advanced-level economics and encouraged me to pursue economics as a career. The intellectual stimuli they gave me greatly influenced my decision to pursue graduate-level studies in economics. With such gratefulness in mind, I find that it is my turn to foster the next generation of economists. To stimulate deeper interest in economics and academia, I introduce to my students academic research relevant to the topics I cover. For example, I present an article in *Journal of Economic Perspectives* about automation and displacement of labor while teaching structural unemployment. Several students visited my office to ask about Master's or Ph.D. programs in economics, and I greatly enjoyed the conversations with them. At the graduate level, I include several open-ended questions in the exams, asking my students to develop potential research questions related to the subject at hand.

Teaching Interests

Given my teaching experience and research interests, I would fit in teaching courses in any field of economics at the undergraduate level and macroeconomics at the graduate level. Courses in macroeconomics include growth and development, macro-labor, international economics, and computation. I am well-equipped and passionate about developing and designing my own course as well. I look forward to teaching economic courses in various fields and improving my teaching skills further.