Teaching Statement

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During my doctoral studies, I finished more than the required 3 terms of TAship (as required by MIT Sloan), having the experience to teach undergraduate, MBA as well as EMBA students. I also served as the coach for the Sloan summer program working with industrial employees (Accenture). These experiences assisting students of diverse levels and backgrounds gained me sufficient training in teaching, in terms of both techniques and mentalities.

With some unsuccessful experience in communication at the initial stage of teaching, over the years I am getting better awareness of the essence and responsibility of teaching. I realize that when imparting words of knowledge or wisdom, it is not only the content that matters, but also the process, the atmosphere, and the context that play a role. Being objective and knowledgeable is only the prerequisite; I then learned to be patient, responsive, and constructive in teaching. Unexpectedly, this learning process of being a qualified teacher helps adjust some drawbacks in my personalities, which in fact greatly helps my performance in other aspects of professional life.

In terms of courses that I have the ability to teach, I think currently there are two streams of options. But I am surely willing to develop more teaching capabilities through continued learning.

First, being the only Chinese graduate in recent years from the System Dynamics (SD) Group in MIT Sloan, where the field of SD in business and management studies was founded and centered, I've gained sufficient qualification and viability to teach SD methodologies. I've got rigorous training through advisory from and collaboration with the unequivocal top authorities of the field (e.g., Prof. Sterman, Prof. Rahmandad, Prof. Oliva), which helps establish the orthodox in my teaching SD courses and promoting SD studies. A central SD group among Chinese top institutes is currently lacking.

Second, with my background and research experience, I am well-positioned to teach other technical courses with math/physics/CS contents that are essential or beneficial for economics and management students. These contents may include network sciences, graph theories, control theories and machine-learning techniques. My collaboration with the Institute of Data, Systems and Society of MIT (whose director Prof. Dahleh serves on my committee), the Theoretical Institute of Physics in Chinese Academy of Science (e.g., Prof. Pan Zhang), as well as the Princeton community in applied math & computing, will help me maintain a lasting and broad horizon when teaching these technical courses for students majoring in social sciences.

I always believe that teaching is a bilateral process, from which both the students and the teacher have much to benefit, and thus classes should be designed in such a way. My own class experience at PKU, Princeton and MIT draws on different flavors, from which I had the chance to compare and contemplate on successful class designs. I sincerely hope that I would always be able to get fresh ideas, thoughts and methods from my students, and they would often show that I might be wrong, so that they don't place blind trust and learn to have individual thinking. Which I think is an extremely valuable merit for students in social sciences, and for them living in the world today.