Teaching has been an important part of my PhD experience and will continue to be essential to my future career as I pursue academic jobs. I started as a reader/grader in the first year of the PhD program. Then beginning from my second year, I have been working as a teaching assistant (TA) for various undergraduate and graduate courses. In the summer of 2022, I taught my first course as an instructor at UC San Diego and was awarded the Summer Graduate Teaching Scholarship. I firmly believe in the importance of teaching. These years of teaching experience have shaped me into a better teacher and researcher in communicating and presenting ideas. In the future, I look forward to teaching various economics courses and continue improving my teaching skills.

Teaching philosophy

I have been actively making efforts to enhance my pedagogical training and learn new teaching skills. I have taken two teaching courses in 2022, Introduction to College Teaching and Course Design Series, at UC San Diego Teaching+Learning Commons. The pedagogical approaches learned from these courses were later applied to my own teaching. In particular, I embrace the following three principles in education and interacting with students.

(1) Student-centered and equitable teaching: I strive to create personalized learning plans that help set appropriate expectations and raise students' motivation.

(2) Active and inclusive learning: I try to build an engaging learning environment that makes every student feel respected and valued.

(3) Growth mindset: I let the students understand that challenge, effort, and criticism is part of the learning process.

Experience as a teaching assistant

I have broad expertise in teaching courses in econometrics, which is my research interest. During recent years, I have gained TA experience in both undergraduate and graduate econometrics courses. The teaching activities include holding weekly discussion sections and special R/Stata/Excel coding sessions, meeting with students during weekly office hours, and writing/reviewing/grading homework and exam questions. Relevant course topics include causal inference, statistics and probability theory, instrumental variables, panel data, and many others. Beginners often find these topics abstract and hard to understand. Despite this difficulty, I try to integrate my research expertise into the teaching process and use intuitive examples and motivating questions to help my students understand the fundamental concepts. My students have found my way of teaching econometrics clear, clever, helpful, and intuitive. See Tables 1 and 2 for my student evaluations and comments. I have maintained a 100% approval rating from students for all the econometrics courses I have served as a TA since the 2020 academic year. Full evaluation reports are available upon request.

Experience as an instructor

My first experience as a full instructor of a course was when I taught Introduction to Econometrics (120A) in Summer 2022. The syllabus for this course is available upon request. Aligning the learning outcomes with the assignment tools was one of my priorities for the course. I designed mid-course surveys, weekly reflection notes, and extra credits to address students' concerns and promptly accommodate students' struggles. For example, when teaching the central limit theorem, I showed the students a YouTube video about the Galton board and asked them to explain

the phenomenon in the video as extra credits. For this teaching experience, I was awarded the Summer Graduate Teaching Scholarship.

Teaching interests

I look forward to integrating my evolving teaching skills and persistent enthusiasm to help future students learn. I am prepared to teach econometrics courses at all levels. In particular, I have teaching plans for the following courses.

(1) Introduction to Econometrics (graduate or undergraduate): probability, convergence, point estimation, hypothesis testing.

(2) Causal Inference (graduate or undergraduate): potential outcome, linear regression, instrumental variable, regression discontinuity design, difference in differences.

(3) Nonparametric and Semiparametric Econometrics (graduate): kernel density estimation, local polynomial regression, minimax convergence rate, semiparametric efficiency bound.

(3) Data Analysis (graduate or undergraduate): applications of various machine learning methods, coding with R, MATLAB, Python, Julia, or Stata.

If there demands in the department, I am also capable of teaching microeconomic theory courses relevant to auctions and mechanism designs, as I also specialize in these topics for research.

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Code	Description	Level	Role	Time	Rating
120A	Econometrics A	Undergraduate	Instructor	Summer 2022	87.5%
178	Economic & Business Forecasting	Undergraduate	TA	Winter 2022	100%
220A	Econometrics A	PhD core	TA	Fall 2021	100%
				Fall 2020	100%
				Fall 2019	83%
120B	Econometrics B	Undergraduate	TA	Summer 2021	100%
120C	Econometrics C	Undergraduate	TA	Summer 2021	100%
				Spring 2021	100%
220C	Econometrics C	PhD core	TA	Spring 2019	71%

TABLE 1: Course evaluations.

Note: The rating is the percentage of students that answered "Agree" or "Strongly Agree" to the question "I would recommend this Professor/Instructional Assistant to other students."

Commenter	Comment
Prof Graham Elliott (220A)	Haitian brings professionalism to his work and does an excellent job.
Prof Graham Elliott (220A)	This is the third year Haitian has been my TA for this course. Everything works flawlessly in the course, he is professional and highly capable. He answers emails from me immediately and completes all requested tasks (checking exams for example) in a timely manner or even quicker than that.
Student (220A)	Fantastic TA! His explanation is always concise and intuitive. Super Helpful.
Student (220A)	Haitian had deep understanding on the material of this class. I especially like his discussion session where he used examples and intuitive explanations to help us understand the abstruse concepts.
Student (220A)	Haitian is very prepared and professional. You can clearly see that he has a lot of experience on the subject and the course. The discussions were fundamental to integrate the material covered in class and Haitian was able to organize the sessions in a very clever and clear way. It surprised me how good he is at explaining complex topics in simple words.
Student (120B)	Haitian is the sole reason I have been able to find any degree or success in this class. Even after emailing the professor several times to explain my confusion and lack of understanding, Haitian was the only individual who took the time during office hours to explain every concept slowly. I went from being lost on day 2 to understanding concepts I never had. Rather than just memorizing formulas I was taught the motivation behind them. Definitely the best TA I have ever had.

TABLE 2: Sample comments from instructors and students.

Note: 220A is a PhD-level econometrics course. 120B is an undergraduate-level econometrics course.