

Teaching Statement

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As a graduate student at the European University Institute, I have had the privilege to serve as the **teaching assistant** for two Econometrics courses of the first-year PhD core sequence. During the 2018-2019 academic year, I was the teaching assistant for the course **Econometrics and Statistics II – Microeconometrics**, taught by Prof. Michèle Belot. This class covered topics including binary outcome models, truncated and censored data, count data, duration models, standard errors and quantile regression. A year later, I became the teaching assistant for **Econometrics and Statistics I**, taught by Prof. Andrea Ichino. The focus of this course was to introduce students to the basics of econometrics, including simple and multivariate regressions, hypotheses testing, asymptotics and causality. For both courses, I designed and graded problem sets that help students consolidate what they have learned during the lectures and use them to solve real-life econometrics problems. These problem sets were discussed in detail during weekly exercise classes and office hours.

In the future, I plan to develop courses and electives rooted in my research background and meet the department's and its students' objectives and goals. I would be comfortable teaching any course in **econometrics** and **microeconomics** at the **undergraduate level**. For **master's and graduate** students, I could teach most classes in the **econometrics** sequence and **introductory microeconomics** courses. As for topical classes, I would be happy to teach courses on **causal inference**, **applied econometrics**, **network analysis** and the **economics and econometrics of peer effect**.

My experience as a teaching assistant helped me to develop three core components of my teaching philosophy. First, to ensure an **encouraging and comfortable academic environment for all students to learn and engage**. This means creating an environment both within and outside the classroom that is inclusive for different kinds of students, regardless of their background, and making sure that students feel comfortable engaging with the material and the classes. I use a few essential tools to help create an inclusive environment, including class discussions, open questions, and examples that engage with my background and encourage students to do the same. In addition, I urge students to engage in group work and present their results and methods to the class as a whole. Engaging with students individually is important and showing them that they are respected in the academic environment is vital.

Second, to **provide high-quality assistance to individuals across the performance spectrum**. This means using alternative teaching methods and techniques for those struggling in the class. Students often have different learning methods. I have found that varying my explanations, changing how I approach a question, or something as simple as going through the material one-on-one helps generate considerable positive benefits for the students. My students always know that my email and in-person time are available to them, and I am

always open to answering any questions they may have. It is a gratifying experience to see students who may have had difficulties initially gain from the individualised help and assistance given to them. As a teaching assistant and in the future as a professor, it is essential to set the tone and pace of the class and ensure that while students are engaged and challenged by the material, there aren't students feeling left behind.

Finally, to create engaging, interactive sessions that **excite the students and help them to get interested in the taught topic**. As a teacher, my goal with my classes is to excite and motivate students to want to know more about the subject and the field. I want to **inspire the new generation of students and help them apply the economics toolkit to real-life case studies**. I utilise contemporary examples when possible and relate theories and models to current news to help students understand the applicability of the material they are being taught. I want to continue to do so in my future teaching.

It goes without saying that there is still much to learn about being an effective teacher and educator. To continue to grow as a teacher, I actively seek feedback from students and colleagues and use student assessments and evaluations to guide my teaching. Possessing a reflective attitude and maintaining flexibility in teaching enables me to be responsive to students, providing them with the environment they need to develop, be comfortable, and grow as economists and individuals. I also have proactively attended training programs for teaching in higher education and received the **Teacher Training Certificate** from the European University Institute. In the future, I am planning to take advantage of such opportunities whenever available to improve and enrich my teaching skillset.