Teaching Philosophy

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What I enjoy most about learning is the moment when pieces of knowledge previously unrelated in my mind come together and make sense in a wider context. As a teacher, I like being the facilitator of this process. To achieve this one needs to: 1) teach the pieces by giving thoroughly prepared lectures with content tailored for the intended audience; 2) help the students appreciate and understand the intricacies of these pieces by solving well-chosen homework problems; 3) encourage them to connect the dots amongst the pieces.

As a graduate student in the Department of Statistics at the University of Chicago, I had the opportunity to get hands on experience in teaching. I was the lecturer for an introduc- tory course in Statistics in the summer of 2003 for a class of undergraduate students. This was an enjoyable experience since I managed to get to know the students well and create a casual environment that fostered participation during the class.

I was a course assistant for Stochastic Calculus for Finance I and II for five years. Given the large difference in backgrounds and abilities of the students, recent graduates to PhD's with postdoc experience, these courses tended to be quite challenging. As an alumna of the Financial Mathematics program myself, I could establish a good relationship with them. I helped them focus on achievable goals and get the most out of the courses. To be effective, I adjusted the language and expectations to different groups of students within the class.

My plan is to make training of graduate students and post doctoral scholars an integral part of my research plan. Given the unprecedented pace of progress in genomic science, many ideas for new methods need to be implemented quickly to be useful and relevant. This creates many great hands on learning opportunities for students and post-doctoral scholars who can contribute meaningfully to the field relatively quickly.