Teaching Statement

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Teaching Interests and Experiences

My teaching experience traverses **International Trade**, **International Finance**, **Microeconomics**, and **Introductory Statistics**. My ideal undergraduate course, which I have taught at SMU as a lecturer, would be a course on **International Trade and Finance** for senior students. This course would cover trade models such as Ricardian, Heckscher-Ohlin, Krugman, Melitz, strategic trade models, as well as advanced analysis of balance of payments, elasticity approach to BOP, Mundell-Fleming, monetary approach, history of international monetary systems, and currency crisis. I have taught this course very rigorously aided with equilibrium models and graphical analysis, but the difficulty of this course could be at a more introductory level or be catered to the taste of students from other majors.

Besides a course on international economics, I also had vast experiences in teaching courses such as **Southeast Asian Economy**, **Microeconomics**, and **Introductory Statistics** which cater students across all disciplines. I am also happy to teach an undergraduate course on **Macroeconomics**, **Spatial Economics**, and **Basic Econometrics**. In addition, there is no problem for me to teach outside these fields if needed.

For post-graduate courses, I can teach a PhD elective on **International Trade and Economic Geography**. While this course would cover both theoretical analysis, empirical evidence, and quantitative applications, I am particularly strong in linking this course with research. I am proficient and experienced in numerical algorithms in solving most canonical quantitative trade models, counterfactual techniques, simulation of heterogeneous firms model, and metaheuristic global algorithms for structural estimation as well as all major reduced-form identification strategies. These techniques are often employed in quantitative trade models, but they are not frequently taught in graduate courses. I have precisely replicated many seminal papers in international trade and can provide students with hands-on experiences on research through replications.

Teaching Philosophy

My teaching philosophy can be summarized by a single economic concept: "pass through". In its original meaning, pass through measures the responsiveness of prices to changes in taxes, trade costs, and exchange rate. I believe a similar concept can be applied to teaching, in the sense that how much knowledge is "passed through" in the classroom, given the amount of content being taught. As a lec-

turer, I taught one of the hardest undergraduate courses at SMU. Students across all sections find the materials difficult because they are loaded with advanced mathematical models. To make sure that the content is being passed through in the classroom, I usually employ the following strategies.

First, I will quickly go over the building blocks of the model. These building blocks are usually in the forms of indifference curves, iso-cost lines, isoquants, monopolistic competition, or increasing returns. The students would have learned these previously, and spending too much time only bores them and loses their attention. Although I go over the elements of the model quickly, it does not mean that they are not important. My strategy is to revisit the usefulness of these concepts once I encounter a surprising result from the model. Only then, the students would have fully understood what assumptions have led them in reaching the predictions of the model. This way, they grab what the most important assumptions and mechanisms are, without being overburdened with the mathematical derivations. For example, when I teach the Krugman model, I would skip the interpretation of the assumption that elasticity decreases with more consumption, which is basically Alfred Marshall's Second Law of Demand. I would only return to the usefulness of this assumption when showing that the firm's pricing increases with consumer's consumption.

Second, to catch attention from students, I rely more on graphical analysis and intuitions. Graphs, if properly drawn, are often mapped one-to-one from the mathematical equations. Therefore, my "pass-through" strategy relies heavily on graphs because students learn better from visual demonstrations than that from abstract equations. To continue with the example of Krugman model, I would first translate the equilibrium conditions which is a set of simultaneous equations into a set of graphical curves. Then I would tell the students, finding the equilibrium of the model is then equivalent in solving for the simultaneous equations, which is in turn equivalent to finding the intersection of the curves.

In addition, I place a high emphasis on intuitions and use every-day language to explain them. One example is to explain why firm's profit-maximizing price increases with consumption in Krugman model. I would say that as people become less sensitive to changes in price (elasticity decreases), firms would have larger market power because they can raise the price without losing too many consumers. I would further add that this is similar to your consumption of iPhone. If you really like iPhone such that you are less sensitive to price change, then Apple will comfortably raise the price without losing you as a consumer. My students often find these explanations helpful and engaging. The only difficulty I have with this approach is that the explanation has been too clear, and the students begin to ask deeper questions that are beyond the undergraduate curriculum.