

Teaching Statement

I view myself as a passionate educator and find teaching extremely rewarding. Having experienced the profound joy of discovering new knowledge in economics, I am driven to help others feel this excitement as well. Through my experiences, I have come to understand that teaching goes beyond merely imparting knowledge; it provides a framework through which individuals can view the world, profoundly influencing their lives.

Below, I describe my teaching experience, philosophy, approach, and the future courses I aspire to teach.

Teaching Experience

Teaching has been one of the most rewarding aspects of my Ph.D. studies at Princeton University. For four consecutive years, including Spring 2025, I have served as the course organizer and head teaching assistant for the undergraduate course, Introduction to Macroeconomics (ECO 101), taught by Professor Richard Rogerson. Each spring, this course enrolls around 100 students.

As one of the first economics instructors that undergraduate students encounter, I have embraced the profound responsibility and excitement of shaping their initial impressions of the discipline. I have enjoyed interacting with students who are new to economics, guiding them to appreciate the discipline's beauty. It has been extremely rewarding to witness—and for the students to recognize—their intellectual growth throughout the semester. They leave the course with the ability to view the world through an economic lens, which benefits not only students majoring in economics but also students who plan to study other disciplines.

Teaching Philosophy and Approaches

My teaching philosophy is rooted in three fundamental principles: accessibility, student engagement, and intuition. Below, I provide examples of student evaluations that illustrate how these principles manifest in my teaching:

Accessibility. I firmly believe that above all teaching skills or methodologies, the foremost priority is being available for students when they need help. Learning is inherently a process of inquiry, and at its core, it often involves validating one's understanding through questions.

To ensure I am available when students need guidance, I maintain open lines of communication through email and office hours. Moreover, I frequently offer additional one-on-one sessions upon request and routinely schedule more office hours than required. I also believe that timely responses are vital. It is not just about answering questions, but doing so promptly, as delays can hinder the learning process.

“Chansik is an amazing preceptor. His precepts were incredibly helpful for enhancing understanding of the material. He was also extremely responsive to questions over email and immensely helpful in office hours. Great educator and a wonderful human being.” (Spring 2022)

“Also always on time, he makes slides for us that are easy to understand as well. Gives us enough explanation to make the problem sets doable. Very good preceptor. Also not to forget, he responds very quickly to all emails. Like all of them! In less than a minute!” (Spring 2024)

Engaging Students. I believe that effective learning occurs when students are deeply engaged with the material and actively participate rather than remaining passive listeners. To facilitate this, I prompt students before delving into explanations.

At the beginning of each class, I aim to spark students’ interest by presenting a real-world example that relates to the day’s topic, described in plain English. This approach encourages students to ponder why certain phenomena occur. I assure them that by the end of the session, they will be equipped to analyze these phenomena using economic principles and tools. To reinforce this learning, we circle back to the initial example at the end of the class. Students then apply the concepts we’ve covered to analyze the example.

“Chansik was a great preceptor! Always paid a lot of attention to what he presented on slides to make sure we understood content clearly, and was always open to questions/opinions when one needed. He always encouraged participation and raised questions that help clarify material taught in lecture.” (Spring 2022)

“Precept was great, we went over examples and learned good material. We were able to learn a lot and get clarification from lectures. The preceptor was very responsive.” (Spring 2022)

“The precepts were very good and contributed to my learning greatly. I was happy with the preceptor’s ability to teach and engage the students.” (Spring 2024)

Intuition. My teaching philosophy is that I should be able to explain concepts in a way that even my grandmother, who is not an economist, could understand. I view linking intuition to economic equations as akin to translating between languages, with each part of an equation having an English counterpart. I encourage students to read equations as if they are written in plain English. In

addition, I prepare my materials in a clear and thoughtful manner. My slides are so well-received that I have shared them with other teaching assistants, and they have been used to aid students for the last three years.

“Chansik Yoon was very helpful to my learning in the course. His explanations helped clarify the convoluted language of some of the programming assignments and his classes brought life to the class. Chansik was great!” (Spring 2024)

“Chansik was a great preceptor, and answered all questions when asked. He was very helpful in explaining many of the equations or models that were mentioned in lecture.” (Spring 2022)

“Chansik always came to class prepared and helped us understand the lecture material in more depth.” (Spring 2022)

Plans for Teaching and Advising

Based on my passion for teaching, my philosophical approach, and my knowledge across various fields, I am confident in and look forward to teaching students at all levels. Although my experience has primarily been with undergraduates, I believe that this teaching context requires making complex concepts understandable without assuming any prior knowledge of economics. This experience will undoubtedly prove valuable in teaching graduate-level courses as well.

I am confident in my ability to teach any economics course at the undergraduate level. At the graduate level, I am particularly confident in teaching macroeconomics, international macroeconomics, and international trade. Additionally, I am eager to advise both undergraduate and graduate students. Drawing from the invaluable support and guidance I received from my own advisors, I am deeply committed to giving back and contributing to the academic community. By emulating their excellence, I aim to become a mentor who significantly impacts my students' academic and professional journeys. I take these responsibilities very seriously and always strive to perform my best.