My love for teaching economics stems from the excitement of sharing the economic ways of thinking that I acquired through my studies and research with a broader audience. I believe that students benefit from an education in economics not only because of the factual knowledge about how the economy works, but also how economic and strategic reasoning—e.g. using parsimonious models to analyze complicated real-world phenomena—helps to make better decisions.

Given my experience as a teaching assistant and instructor for a variety of courses in economics and my research background in microeconomic theory, I would be happy to teach undergraduate courses related to microeconomic theory, game theory, industrial organization, or mathematical economics, any course in the first-year graduate sequence in microeconomic theory, and graduate field courses on topics in learning, information, or games. If the need arises, I am willing to undertake any other teaching responsibilities.

Teaching Philosophy

My goals in a classroom are twofold. First, I aim to provide students with a solid understanding of the economic models and concepts. To achieve this, I believe that it is necessary not only to clearly explain their content, but also to provide a thorough discussion of the purpose, implications, and limitations of such models. Second, I seek to connect the economic theory to real-world applications and help students tackle analytical problems independently. Through repeated reflection on my experience as a student and an educator, I have gradually cultivated a set of teaching philosophies to achieve these goals.

First, the core of my teaching philosophy is ***clarity*** in presenting the course materials. While its importance goes without saying, I have often seen students struggle to keep up with lectures when the lecturer moves too quickly through new concepts and difficult mathematical notation. I find that the three-step method often used in academic presentations applies equally well to teaching: tell the students what I am going to teach them; then teach them; and finally tell them what I have taught them. The first step provides students with a clear vision for the topic and a sense of purpose. The last step allows students to abstract from the technical details and have a bird's-eye view of how the models fit together to advance our understanding of the world.

I speak from my experience as an instructor for an undergraduate game theory course, where I faced an unusual challenge—since the course was offered during summer, all materials needed to be taught in ten lectures, each lasting for four hours. Moreover, my students came from varying backgrounds with different mathematical skills, from international students who aimed at top economic graduate programs to non-economics majors who took the class as an elective unrelated to their main concentration. To maximize the learning of my students, I provided guided handout notes before class. During class, my approach was to divide each lecture into three parts and repeatedly use the three-step method in each part. I always started with real-life examples, such as a business decision or policy making, to motivate the topic. I then invited the students to summarize the main economic forces at play that would form the basic ingredients of an economic model. My exposition of economic models emphasizes clarity: I started by outlining the assumptions, then moved on to the development of the model and a rigorous derivation of the results. I concluded by connecting the material back to the applications and the broader scope of economic theory. My

research informs my teaching by providing material that challenges or supplements the "textbook" understanding of canonical concepts. I liked to revisit model assumptions and provide counterexamples to demonstrate how tweaks to the model can alter the results. In doing so, my hope is for students to not only understand the algebraic calculations but also to appreciate the beauty and clarity of economic thinking.

Second, I believe that it is important to have ***consistent and high expectations*** in the syllabus and the classroom. Over time, I find that students respond to high expectations with greater curiosity and effort, which lead to better long-lasting outcomes and higher satisfaction. Of course, high expectations are only effective with proper support and guidance. I include challenging questions in weekly problem sets and exams, but I also make sure to provide sample questions and solutions from the past year's exam and clearly outline the concepts that the exams will cover. I also encourage students to ask questions in class and take full advantage of office hours.

Third, I seek to foster an ***equitable, collaborative, and inclusive learning environment***. I believe that collaboration among students is of great importance. For example, my first research paper was born out of a stimulating conversation with my fellow classmate on a second-year graduate course. As an important class activity, I often discuss a practice problem after finishing a major topic, where I let the students work in pairs and cross-check their answers. Such engagement is mutually beneficial—slower learners resolve their confusion through discussion and faster learners reinforce their understanding by articulating their thoughts. I also value the collaboration between myself and the students and appreciate the input from them. When students ask questions that I am not fully prepared to answer in class, I write down the question and make sure to work out an answer and respond at the beginning of the next lecture. I carry out mid-term teaching evaluations and use the feedback to improve my teaching style and adapt to the specific needs of the students.

Teaching Experience

At the University of Pennsylvania, I worked as a teaching assistant for a variety of undergraduate courses. Specific responsibilities were comprised of holding review sessions before exams, weekly office hours, and providing feedback on problem sets and exams. Additionally, I designed and instructed undergraduate game theory in a summer semester. I have also served as a tutor for multiple courses in microeconomics. Student evaluations for Game Theory (Summer, 2019) and Econometrics (Spring, 2019) are available upon request.

- Game Theory, TA (Fall, 2019)
- Game Theory, Instructor (Summer, 2019)
- Econometrics, TA (Spring, 2019)
- International Finance, TA (Fall, 2018)
- Foundations for Market Economy, TA (Fall, 2018)