

Teaching Statement

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Teaching Interest and Scope. I am interested in teaching international trade and labor economics following my research interest, as I believe research and teaching are complementary. I also have teaching experience for a wide range of courses. At the University of Tokyo in my pre-doctoral education, I experienced a teaching assistant for the following classes.

- Mathematics for Economics (undergraduate)
- Introductory Microeconomics (undergraduate)
- Topics for Labor Economics (graduate)

At Yale University, I was a teaching fellow for two years, covering various classes ranging:

- Introductory Econometrics (undergraduate)
- Introductory International Trade (undergraduate)
- Intermediate Macroeconomics (undergraduate)

Additionally, my role as a research assistant to Professor Costas Arkolakis was to assist him in his graduate-level economic geography textbook. To achieve this goal, I regularly attended his graduate international trade course, and intensively discussed the course material. Given these experiences, I can flexibly serve as an instructor for various undergraduate and graduate courses.

Teaching Philosophy. I value quality and inclusive teaching and follow clear strategies to achieve them. Students often give me a fresh perspective about topics with which I thought I am familiar. Given these experiences, I believe that research and teaching are complementary. To achieve high-quality education, I attended a workshop series, "Teaching Economics: At Yale and beyond," where I learned the following learning principles. First, to make my classroom a safe space to ask questions. Second, to be clear about the rules in my classroom. I have been practicing these principles until now and plan to continue it.

I encourage students to ask questions, which is very important not only for their effective learning but also to improve my teaching. It is not the exam scores but questions that students ask that tell me how they understand my class. In this sense, asking questions is a learning opportunity for everyone in the class, including the instructor. It is the instructor's responsibility to turn every question into such a learning opportunity. Unfortunately, students often do not ask enough questions for fear of being judged on their questions' quality. To remove this mental barrier, I practice two actions. The first is to show appreciation when a student asks a question. I often tell my students that if they recognize what they do not understand, they have already solved half the problem. Secondly, I show them that I do not know everything myself. In this way, students will realize that it's okay to show what they do not know, and they will be able to seek better knowledge with a positive mindset.

I make my class rules clear and let my students know what they can expect from me. For example, I tell my students that I am responsive only between 9 and 5 on weekdays unless it's an emergency. I also make it clear that students will not be allowed to delay submissions without prior consent. Besides, my rules include no opportunities to negotiate. Negotiation opportunities usually favor

assertive students and students with broader connections with other students, compromising class equity. While some students may complain about this rigor, I believe it is essential to provide equal opportunity and information to all students. That said, I recognize that life is full of uncertainties. To deal with this issue, I allow my students to break up to two deadlines without notice. Taking the balance in this way, I achieve both equity and flexibility in my classroom.