

# Teaching Statement

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Over the past seven years, teaching has been a profoundly rewarding aspect of my doctoral studies. I have gained experience covering a wide range of topics in economics while engaging with diverse groups of students. This journey has allowed me to develop my own teaching philosophy and methodology, tailored to meet the needs of students at different levels. With both the skills and passion to teach various courses in the field, I am excited to bring this dedication and versatility to future teaching opportunities.

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## 1 Teaching experience

Throughout my Ph.D. program, I have served as a teaching assistant for courses at all levels, ranging from first-year introductory courses to higher-year specialized classes, as well as master's and Ph.D.-level courses. My experience includes foundational and advanced courses in Microeconomics, Macroeconomics, Quantitative Methods, Financial Economics, International Monetary Economics, and Economic Growth. In this role, I have taught tutorials, developed questions and solutions for assignments and problem sets, held office hours, and graded exams and essays. Through this rewarding experience, I have learned from various teaching styles and received positive feedback from both professors and students. This exposure has enhanced my ability to communicate complex economic ideas effectively to a diverse group of students, ultimately fostering a deeper understanding and engagement with the materials among students.

## 2 Teaching philosophy

My teaching philosophy focuses on helping students develop economic intuition through real-world applications, allowing them to better understand the world through the lens of economic theory rather than just technical, mathematical, or theoretical aspects. I strive to link course content to current political and economic events, as well as longstanding issues such as poverty and inequality. For example, when teaching about resource misallocation, I provided students with a real-world case of how communist countries, like China and Vietnam, redistributed land from landlords to poor farmers in the past and restricted land transfer or rental activities. I guided students to analyze how this real-world policy leads to distortions in farm size distribution, using economic theory and modeling to understand its negative impacts on agricultural productivity and overall economic growth. This approach not only enhances students' understanding of theoretical frameworks but also fosters their critical thinking skills as they relate abstract concepts to real-world problems.

In addition to fostering economic intuition, I emphasize a data-driven learning experience, aiming to provide students with hands-on engagement with data rather than just theory. I guide them through the processes of data collection, mapping data to economic variables, and analyzing that data. For instance, in my Financial Economics class, I introduced the Discounted Cash Flow (DCF) model by creating an assignment that required students to project cash flows for a selected company. They sourced financial data from Wharton Research Data Services (WRDS) and macroeconomic forecasts

from the Federal Reserve Economic Data (FRED). With these inputs, students estimated future cash flows, calculated the Weighted Average Cost of Capital (WACC) as the discount rate, and determined the company's intrinsic value. This practical application not only deepened their understanding of DCF but also equipped them with valuable skills for real-world financial analysis.

Finally, I believe in the importance of fostering interactive learning and mentorship. I actively encourage questions and discussions in class by posing open-ended questions that stimulate engagement and promote critical thinking. This approach creates a dynamic classroom environment where students feel comfortable expressing their ideas and challenging standard assumptions. Outside of class, I am passionate about mentoring my students. I offer dedicated office hours for those seeking help with course material or guidance on their academic and career paths. Many of my undergraduate students have utilized this support, leading them to major in Economics and pursue graduate studies. One notable example is a PhD student from my Growth and Development class who became inspired by our discussions and decided to pursue research in that field. This student later became a close friend and a coauthor of mine. Through fostering an interactive learning environment and providing ongoing support, I aim to empower my students to realize their full learning potential.

### **3 Teaching interest**

I am eager to teach courses at both the undergraduate and graduate levels in subjects that are broadly aligned with my research and teaching experience, including Macroeconomics, Quantitative Methods, International Economics, Financial Economics, Econometrics, and Data Analysis. In addition to these core classes, I am also interested in offering specialized courses related to my expertise, such as Economic Growth, Development and Innovation. I am confident that my research and teaching experience will equip students with the knowledge and tools they need to succeed in their careers.