

## Teaching Statement

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Teaching courses and interacting with students have been an essential and inspiring part of my graduate life. The privilege to teach a course to a group of students provides the most incredible opportunity to spark students' passion for exploring, extend their understanding of real-world phenomena with rigorous approaches, and encourage their new ideas and interesting questions. Therefore, throughout my graduate life, my goal in teaching economics in general, and macroeconomics and empirical econometrics in particular, is to help students develop conceptual economic intuition with real-world data and factual evidence. In this statement, I will explain three key ingredients in my approach to teaching: developing economic intuition, promoting empirical exercises, and fostering collaboration.

As an academic researcher, I have also broadly learned the leading theories in firm dynamics, especially regarding the interaction between macroeconomic fundamentals and asset prices, and cutting-edge empirical approaches in reduced-form and structural fashions. Therefore, at the end of this statement, I will relate my teaching experiences and my research interests to my future plan of teaching.

To begin with, when I was the instructor of undergraduate-level introductory macroeconomics courses, it was natural for me to focus on helping students develop a conceptual framework to analyze phenomena with (macro)economic intuition. Towards this end, I used three specific effective tools/methods. First, I implemented a healthy combination of writings on blackboard and slides. In this way, I could accommodate students of different mathematical abilities with much more detailed derivation. Second, real-world examples are informative about the connection between theoretical concepts and empirical observations. Therefore, I forced myself to present and explain real-world examples during each lecture. Third, bridging students' economic intuition over various topics can provide students with a big-picture view of the course topics. I used a five-minute quiz to obtain a timely assessment at the beginning of each lecture to reiterate key concepts/takeaways.

I view the ability to perform empirical exercises as one of the more essential pieces in an economics student's skillset. Therefore, I have been giving opportunities to interested students to conduct empirical work. Designing interesting and material-related empirical exercises is obviously difficult by itself; tailoring such exercises for students from diverse statistical and econometric backgrounds requires extra preparation ahead of each lecture. Students coming out of my classes have told me that this part of the course design helped them gain an edge in landing data-oriented internships in the private sector. Moreover, students aiming at graduate school were also benefited during applying for research assistant jobs at universities and the Fed.

Last but not least, I have made tremendous efforts to foster collaboration among students. On the one hand, it is unrealistic to assume an equal level of engagement from all students. Learning from my own experience, collaborating with my colleagues and advisors usually lets me uncover new, sometimes better perspectives on issues. On the other, in a collaborative environment, students are encouraged to practice communicating, interpersonal, and leadership skills.

I am excited to teach a wide range of courses at both the undergraduate and graduate levels. Besides any core courses in macroeconomics and econometrics, I am particularly interested in teaching

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a course in applied macroeconomics. Leveraging my research interest in understanding firm-level phenomena regarding real quantities and asset prices, and their impact on aggregate fluctuations, this course would introduce facts on heterogeneity across firms at the micro-level and assess the implications for macro outcomes. I would also like to emphasize an estimation part of the course, which would equip students with empirical strategies, either in a reduced-form way or in a structural way. Furthermore, because firm-level analyses would naturally demand an understanding of the standardized financial reporting system, students would also learn basics in corporate finance and business management from this course, leveraging my finance background at business school.

Overall, I am confident that my experience in teaching, research, and private-sector jobs has prepared me to take on the challenges of teaching at any level, and I very much look forward to the teaching component of my career.