TEACHING PHILOSOPHY

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During my graduate education, many inspiring lectures given by the professors, with whom I have been privileged to study at Kyoto University and University of Glasgow, have kindled my research interests in various topics. The way these lectures demonstrate how economic ideas are connected and formalized elegantly in mathematical language stimulated my deeper thinking towards economic topics and encouraged me to shape my creed of teaching through practices.

Some would quote a Chinese proverb, "give a man a fish and you feed him a day; teach him how to fish and you feed him for a lifetime," yet I disagree. In my view, teaching economics is not just to deliver the well-established consensuses and dogmas of economic analysis; instead, what would benefit students is the capability of rigorous thinking that can carry out approaches and methodologies, while lecturing well-established theories is a way to arouse the independent thinking and expand their technical arsenals. Hence, my pursuit of teaching is to inspire students' rigorous independent thinking by providing a *proper* understanding of the text-book theories, mathematical toolsets, and the beautiful minds behind them. This goal necessitates students' willingness to learn, and due to which, I focus on three main aspects in particular: (i) simple lecture materials with the real-life-relevant demonstrations; (ii) intuitive explanations of the fundamental connections between theories and that of the reasons why particular mathematical toolsets are applied; and (iii) off-lecture communications.

I have been teaching graduate-level Microeconomic Theory as a graduate teaching assistant (GTA) at University of Glasgow. To translate my statement into this course, I paid efforts into the following aspects endeavoring to achieve a high quality of teaching.

- First, when explaining a particular model, I started with intuitive instruction on the original motivation and went through every detail of the framework and assumptions so that the students can grasp the standpoint of the model and the primitives the model takes as given. For instance, prepare real-world examples to demonstrate the implications of assumptions and clarify both the intuitive and technical necessities of them.
- Secondly, I value the importance of the fundamental connections between theories on different topics, hence trying to give students insights into how a specific model adopts another, and into the implications of such linkage. For example, explain how various impositions of assumptions in individual choice yield different outcomes in general equilibrium.
- I respect that students may have different learning preferences. Some might be only interested in the proper understanding of formalization and results, while others may attempt to learn precise mathematical techniques and proofs. Hence, I provided both slides which follow the points mentioned above and notes that cover the detailed proofs to find a balance between the minimum course requirement and the learning demand in-depth. I also encouraged students to work on the problem sets in groups and arranged flexible appointments for their questions.

As a result, in a 5-scale teaching evaluation in terms of explanation, overall quality, and preparation, all the medians lay in "Strongly Agree" (71.4%). In particular, I received some positive comments from the question "what was good about the class?", such as:

- "*The tutor is very knowledgeable, very helpful, very accessible, and prepares wonderful handouts of what he has covered in the tutorials.*"

- "*The way he presented things and how he explained them.*"

Meanwhile, I highly value the *only* feedback in terms of potential improvement and exercise caution on the commented aspect to improve the quality of ongoing teaching. He/She noted, "*Maybe slowing down some times while he is explaining.*"

I look forward to the implementations and, foremost, refinements of my teaching approaches at both undergraduate and graduate levels. For the teaching spectrum and interests, I am confident that my academic background and teaching experience, adding to my enthusiasm, have made me well-prepared for various courses in the fields of:

- ✓ Decision Theory (all level);
- ✓ Microeconomic theory (all level);
- ✓ Mathematics for economists (all level).

I would also welcome the teaching opportunities related yet beyond these generic theories. As a young candidate of academia, I do believe it is my calling, and everlasting adventure to inspire every "beautiful mind" in my classroom like my mentors have been.