

## Teaching Statement

During my Ph.D. at Goethe University Frankfurt, I led tutorial sessions for *Economics of Labor Market* as a teaching assistant for three years. During this period, my students' feedback and their responses to my teaching methods played a key role in shaping and refining my teaching approach, which is built on two core pillars.

*Developing Economic Thinking.* A central aspect of my teaching philosophy is helping students learn to think like economists. In each course, I focus on teaching them to identify trade-offs and construct mathematical models to analyze these issues. My goal as an economics instructor is to create an environment where students actively apply economic reasoning to real-world challenges, moving beyond the memorization of theories and formulas. For instance, in my Economics of Labor Market tutorials, before introducing a simplified model, I encouraged students to identify the relevant trade-offs and share their insights with the class. This approach not only deepened their understanding of economic reasoning but also instilled in them the habit of systematically considering the underlying economics of any problem. Through these exercises, I aim to foster students' ability to simplify complex economic issues and develop structured solutions.

*Showing the relevance of economics in everyday life.* In my tutorials, I aim to demonstrate how economics is closely connected to students' daily lives when covering diverse topics such as job search, education, and retirement. To make these topics more relatable, I facilitate discussion sessions where students explore how these economic issues affect not only their generation but also their parents' generation and how these dynamics vary across countries for the international students. By expanding the discussion across time and geographic boundaries, students gain a broader perspective on the relevance and impact of economic concepts in different contexts, helping them see the practical importance of the topics we cover. In these discussions, students not only engage with the material more deeply but also learn to appreciate how economic models can be adapted to analyze varying policy impacts. This approach equips them with the ability to think about economic policies from various perspectives, training them to consider long-term effects and cross-country comparisons, which are essential for both academic research and policy-making.

Although I haven't yet instructed a graduate course, I would apply the same teaching philosophy. For instance, for a graduate course covering heterogeneous firm dynamics, I would begin with a foundational model such as Hopenhayn's (1992) heterogeneous firm model with entry and exit. From this baseline, I would encourage students to engage deeply by thinking critically about the potential extensions—such as incorporating business cycles, financial constraints, or endogenous growth—that could enrich the model. This approach not only strengthens their understanding of the core framework but also fosters the development of their research skills, guiding them to think independently about how models can evolve to address specific economic questions. My aim would be to create an interactive and exploratory learning environment where students actively contribute to the extension of theoretical models, reflecting the process of research in real-world economics.