
TEACHING PORTFOLIO

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I. STATEMENT OF TEACHING PHILOSOPHY

Students tend to be surprised by my teaching style. Many students at the undergraduate level expect to be given the answers directly. Instead, I provide students with questions to provoke their curiosity about economics. Then I ask them to engage in critical inquiry themselves.

First, I engage students in academic discussion through guiding questions. Instead of giving answers directly, I challenge students to think for themselves. I find this approach more useful and interesting than simply providing students with the answer. This approach is conducive to introducing practical examples that help students understand and relate to the material.

Second, I deliberately introduce complexity into my teaching. I think that a certain level of ambiguity is complementary to learning. Also, a lack of clear cut answers seems to trigger interest, which motivates self-directed learning. Most theories in economics have been falsified at some point or “improved upon” over the years. So pretending that an economic mechanism is clearly true (an economic law) because the textbook says so, is not my style of teaching. This can be unsatisfactory to students at first because they cannot simply memorize the right answer and regurgitate it on the exam. For every particular economic problem, I present them with seemingly contradicting answers, depending on which assumptions are in place. I see my role as being a mediator, someone who can ultimately assist students in discerning assumptions from facts. I think this is fundamental to teaching economics. I want students to know that there are no “laws” of economics that hold no matter what. Every statement we make in economics depends on assumptions and the context of the statement. This can be confusing to beginning students, but ultimately lies at the core of every social science. I value my role in making students aware of the ambiguity of economic theories. I feel that if I do not make this “flaw” explicit then students may correctly find the flaw in an absolute statement themselves and incorrectly dismiss the field of economics as a whole.

Finally, I hope to elicit curiosity into economic questions and into economic questioning. Economics is at the core of individual actions. Everybody with a certain interest in how humans interact, either individually or on a social level, will sooner or later have to study economic concepts. Students at the college level do have this interest. It is therefore my role to point out that economics provides some answers to these fundamentally human questions.

On a practical level, I have learned that I compete for students’ time with other courses. No matter how interested they are, they need incentives to spend their time on my class. I choose, therefore, to give graded homework assignments on a regular basis, interspersed with in-class quizzes and midterm exams.

Rather than limit my evaluation of students to a multiple choice format, I helped design and implement a semester-long empirical project in my business Statistics class. I guided groups of four students through an empirical project of their choosing. This turned out to be surprisingly beneficial for them and for me as well. Not only did they actively engage in the class, I also had more direct contact with students (e.g. after class discussions, more frequent office hour visits) and got more specific feedback on what they understood and what still confused them. I could then adjust my teaching

accordingly. I found this more useful than ruminating on disappointing multiple choice test results. This is also the class where I received the best student evaluations so far (see below). I plan to use this project style in my other classes in the future.

II. TEACHING EXPERIENCE AND TRAINING

ASSOCIATE INSTRUCTOR, DEPARTMENT OF ECONOMICS, INDIANA UNIVERSITY, BLOOMINGTON

As a graduate student I have had the opportunity to teach my own courses in microeconomics and macroeconomics at the principles level as an Associate Instructor (AI). For both courses I had complete responsibility for the design of the course, including setting teaching objectives, choosing textbooks, writing lecture notes, preparing and grading quizzes and homework assignments, holding office hours, and preparing and grading exams. The classes for which I have had full teaching responsibilities are:

- Introduction to Microeconomics E201, Spring 2005 and
- Introduction to Macroeconomics E202, Spring 2007.

In addition, I taught sections of a computer lab in support of a Business Statistics course. Responsibilities included teaching three sections (30 students each) per week using Excel, preparing case studies in Excel, holding office hours, guiding groups of four students through a semester-long empirical project, evaluating this project, and preparing homework assignments and tests. The course title was:

- Introduction to Business Statistics E370, Spring 2006.

Finally, I had the opportunity to teach weekly review sessions for a graduate level mathematics course in

- Optimization Theory in Economics E520 (Fall 2004, 2005, 2006, and 2007).

I regularly covered supplementary course material during the weekly one hour review sessions. See <http://mypage.iu.edu/~juejung/econMath.htm> for notes and handouts. In addition, my responsibilities included grading and discussing homework assignments and exams.

GRADUATE TRAINING

At Indiana University, I have taken a course in *Teaching Undergraduate Economics* instructed by Prof. William Becker, the editor of the *Journal of Economic Education*. This class aims at preparing graduate students for their first teaching assignments. This class provided me with valuable training in designing a complete undergraduate course in Economics. We covered teaching styles, goal setting, handling common student problems (e.g. low performance, behavioral problems, responding to parental concerns, etc.), and creating and grading exam questions.

III. TEACHING INTERESTS

In the past, I have taught Principles in Micro- and Macroeconomics, as well as an Introductory Statistics Computer class that was targeted at Business students. Next to courses in Intermediate Microeconomics, Intermediate Macroeconomics, and Econometrics, I would be particularly interested in developing courses for Public Economics, Health Economics, Optimization Theory, or Resource- and Environmental Economics. Furthermore, since my field is Applied Macroeconomics, I have equally strong interests in teaching classes in Monetary Economics, Growth Theory, and Development.

For the graduate level I would be interested in teaching Core Macro or Optimization Theory. I had full teaching responsibility for a weekly review session of a Ph.D. Core class in Optimization Theory in Economics (Fall 04, 05, 06, and 07). For advanced field courses I would like to design courses in Numerical Methods for Macroeconomists and a Seminar Class in Public Economics. I am particularly interested in dynamic general equilibrium models with heterogeneous agents and life cycle models. I have extensive programming experience in Matlab and FORTRAN and would be able to guide graduate students through numerical projects of their own. I would also be interested in teaching a course/seminar in Public Economics that concentrates on modeling the public sector including education, pension, and health programs.

IV. STUDENT TESTIMONY

The following is an online survey for Introduction to Business Statistics, E370 Lab Section of Juergen Jung, in Spring 2006. I have edited obvious typos and deleted non-responses. For authenticity please contact Mary Beth Camp, the course coordinator of E370 at Indiana University, Bloomington at: mcamp@indiana.edu

Student	Positive Feedback	Negative Feedback
1	He knows how to complete in class labs to help the students.	Moving on within each class.
2	Relates well to students	—
4	Very personable and makes people feel comfortable asking questions	None really
5	He was very relaxed in his teaching and never bored us.	—
6	Juergen did a great job with teaching this section for the most part.	—
7	Ability to show the class how to go about a problem through useful examples.	—
8	Very good at what he does. explains things well	—
10	One on one time	Bad course that has really boring material.
11	Juergen is very easy to talk to and I found him very approachable. When I encountered problems with my group, he listened and helped me with our project.	Sometimes Juergen was hard to hear in class.
12	Juergen is the man. He did an awesome job teaching.	None, everything he does is good.
13	clarity, simplicity	None
14	Does a great job explaining the course material.	None to speak of.
18	He explains things well.	No weakness He was awesome.
19	He went through the problems thoroughly.	He could not identify when students didn't understand.

21	He is very understanding.	—
22	Making sure students are on task.	Going over the readings. sometimes.
23	He teaches the material well and is a good guy.	nada
24	He is respectful of the students and really sincere about wanting to help us.	N/A
25	Great at explaining things that are highly confusing in lecture.	Nothing, he is awesome.
26	—	Many of the labs we were expected to do a lot of the lab work without previous knowledge of how to do it. There should be general instruction of how to do the material in lab.
27	He is laid back and easy to talk to in class, making it easy to ask questions	We usually didn't get through all worksheets in class
28	Good at describing and relating	This class just sucks.
29	Juergen did a great job explaining the material. I always felt comfortable asking questions when I did not understand. I really appreciated his help and willingness to give bonus points to those who participated.	I think his volume and class control were not always top notch. The class did not really pay attention a lot of times and he didn't talk very loudly. This sometimes made the environment difficult to learn in. But he still was a great coach.
30	He asks us to participate	The information is difficult, so sometimes it is confusing and he doesn't explain well enough.
31	Easy to follow what he was doing.	Try to help the students more.
32	Relatable to students.	Relating material to lecture.
34	His vast knowledge in all aspects on Statistics and his great ability to relate that information to students in the 21st century.	n/a
37	Interested	Nothing
38	He knows what he is talking about.	He doesn't do a great job of relating lab to lecture.
41	His humor	—
42	Friendly	Does not explain material very well.
43	Explains the material well.	—
44	His charm	His lack of knowledge of America.
45	Knowledge of the material.	It isn't aimed at him or his fault at all but there was so much information to go through every class period.
46	He makes it fun.	—
49	He knows the material very well	No weak aspect. He is a good AI.
51	He teaches well.	None
54	Very helpful when students have problems.	The class period is too short.
55	Was fun to work with	—
59	He is a good listener and he helps us a lot.	None.
60	Juergen was very insightful and helpful whenever I needed his help for any work in lab.	We didn't have enough time to do what we needed in lab cases. So either less lab cases or more time for Juergen to work his amazing skills.
61	Good at clarifying what we are suppose to be learning, gives good examples and explains things well	—
62	Helping the class through certain problems/exercises	—
63	Good one on one help	Often not enough time to complete all lab work

65	Mr. Juergen knows statistics! He's helpful and thorough with the material. He is able to clear up misunderstanding with the material very quickly and explain correct interpretation and methods. Juergen should get his higher degree early. He's on the fast track in life!	The only weak aspect is that during class we don't always get through the exercises because of the time limit. However that is not Juergen's fault. He's a great instructor!
66	He is very enthusiastic and affable.	No weaknesses
67	Good interpersonal skills	Not much!