

Teaching Statement

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Education is my Aladdin's magic blanket. It has brought me from a small town to a megacity and then across the Pacific to learn from the leading figures of Applied Economics. Looking back, the indispensable factor in my journey has been a line of great teachers who inspired me, helped me, and cheered for me along the way. Standing at the gate to becoming an educator, I believe that the best way to thank them is by passing on their gift to future generations.

As an international student, overcoming the language and cultural barriers in teaching has been the perennial theme in my pursuit of an academic career. How can I ever be like my teaching role models who foster vibrant class discussions and turn the classroom into an active learning playground, when words are not readily at my disposal and cultural unfamiliarity looms over my head? Working as a teaching assistant was the perfect stepping-stone to building confidence. It allowed me to make mistakes with relatively low stakes and discover my strengths in the process. When I sought ways to make the Friday afternoon econometrics recitations more engaging, I thought about practical study methods that had proven helpful when I took the course. I translated ideas and concepts into diagrams and tables, providing students with a bird's-eye view through stories. This approach garnered the most positive feedback from the students, leading to them voting me the best TA of the year twice in a row. Even though I am continually improving my English, I have gained confidence in developing a unique set of tools to aid students in their learning. I took on additional responsibilities such as developing and instructing the summer math review course. Joining St. Olaf College as an adjunct assistant

professor to teach the Principles of Economics for the 2024 Spring will offer another opportunity to further refine my teaching skills.

Like many other international students, I came to study in the US to pursue cutting-edge education. The 'Teaching in Higher Education' course from the 'Preparing for Future Faculty' program allowed me to further understand the rationale and philosophy behind this exceptional education system. Activities such as reflecting on the learning paradigm shift, discussing the use of technology, and jig-sawing alternative assessment strategies have broadened my horizons and deepened my understanding. Observing the instructors I assist has been another valuable way to learn the code of conduct. From Professor Hurley, I learned about the importance of meticulous course design and the power of compassion toward struggling students. I witnessed how Professor Ritter inspired students with his passion for econometrics and R programming. I admire Professor Glewwe for patiently and informatively addressing all questions.

As a gardening enthusiast, I find the same fulfillment in teaching as nurturing a flower into bloom. Teaching entails adopting a gardener's nurturing mindset, being a caring person, standing strong in the face of uncertainty, appreciating imperfections, and genuinely celebrating students' success. Teaching is also a reciprocal endeavor. I believe that learning is akin to climbing a spiraling ladder, with each repeated exposure bringing new understanding. Organizing and delivering knowledge not only benefits students but also propels me to a higher rung on my learning ladder. Through teaching, I had the opportunity to hear the inspiring life stories of our students and to establish invaluable relationships. Teaching has evolved into much more than a means of financial support during graduate school. I am committed to further developing my

teaching profile by taking on various teaching responsibilities. I will continually update my teaching philosophy and skills by reflecting on student progress and feedback, as well as by learning from teaching experts and peers across different disciplines.