

Throughout my doctoral training at the University of Pennsylvania, I have undergone comprehensive preparation to become an attentive and accountable educator. Serving as a teaching assistant for diverse undergraduate courses such as *Introduction to Microeconomics* (at both the Economics department at Penn and the Wharton School), *International Trade*, *International Finance*, and *Consumer Financial Decision-Making* (at Wharton), I have acquired the skills to engage with students from varied backgrounds and interests and to provide tailored guidance. These experiences have equipped me with the versatility to teach a range of courses at all levels, including but not limited to topics in Macroeconomics and Household Finance, which are also in line with my own research interest.

Motivated by the insights gained from my dissertation work, I am keen to teach topics in quantitative Macroeconomics. This subject can be taught at various levels, including undergraduate-level Intermediate Macroeconomics and graduate-level courses in heterogeneous agent models. I also envision instructing courses in Consumer and Household Finance and Macro-Finance at undergraduate, master, MBA, and Ph.D. levels, encompassing both theoretical analysis and empirical applications. Moreover, I am comfortable teaching undergraduate-level International Trade, having four years as a teaching assistant at the University of Pennsylvania and an undergraduate thesis on the subject at Brown University.

Furthermore, I am interested in developing an interdisciplinary thesis course tailored for undergraduate and master's students in Economics, Business, and Public Policy concentrations. This course will guide students to assess the implications of pressing macroeconomic and institutional issues facing individual consumers and society, and to work together on a group project designing and evaluating suitable policies to solve these problems. Potential topics that can be covered in this course include low household financial literacy, unsustainable pension systems, education and health disparities, polarization of political and social perspectives, and more. The primary objective of this course is to equip students with the expertise of analyzing and proposing solutions to complex social problems and to foster their interdisciplinary skills through collaborative projects. As an instructor, I look forward to not only sharing my knowledge, but also learning about innovative and unique perspectives my students will bring to the table.

Beyond my interest in the subjects I would like to teach, my general teaching philosophy centers around the virtue of accountability. Accountability is the most critical principle of scholarship I learned from my advisors and fellow Ph.D. students, who were always available to discuss my research challenges and find solutions collectively. Their commitment and willingness to help not only enabled me to overcome obstacles, but also taught me that seeking assistance is not a weakness, but an opportunity for growth. To uphold the principle of accountability in my teaching, I will embrace an open-door policy. I commit to passing on what I have learned from my mentors and colleagues to my students by assuring them that no matter how much confusion they may have, my door is always open for discussion. I firmly believe that by fostering a community of support and shared responsibility, we can create an environment where both students and faculty are empowered to seek help and find solutions.