

Teaching Statement

As an aspiring economics PhD candidate, I am driven by a passion for knowledge and a strong commitment to providing students with a stimulating and engaging learning experience. My primary areas of teaching interest lie in intermediate microeconomic theory, game theory, and experimental economics. Intermediate microeconomics theory is the course that helped me start to understand this world through a demand and supply approach. Game theory is the course that helped me to understand that there are no good or bad people, but instead rational and irrational behaviors. I firmly believe that these subjects are essential for students to develop a deep understanding of economic principles and their practical applications. Doing experiments is the way that I provided evidence to the fields. I believe that high-level control design is the best way to show counterfactuals, which is one of the most important steps to foster critical thinking.

Intermediate Microeconomic Theory: After being a teaching assistant of microeconomic theory for four quarters, I found that the intuition is one of the hardest parts in teaching. One of the obstacles on the way of learning is the threshold concept, like equilibrium, contract curve, core etc. I plan to use the index cards for students to exchange their original understanding of these concepts in class and give them assignments to come up real life example related to the concepts. Microeconomic theory is also a critical course to empower students with math-analytical skills, providing enough practice problems for students is always helpful.

Game Theory: After being a teaching assistant of Game theory for three quarters, I found that it is harder for students than intermediate microeconomics. More fundamental concepts are threshold concepts, like strategy, equilibrium, subgame. Beyond the index cards and real life examples, a cook book about how to solve each problem is essential. Beyond the math-analytical skills, analyzing strategic interactions and decision-making in various economic is the focus. The implication of the knowledge is not to figure out the results of a given model, instead, it's to come up with a model to explain the existing phenomena. I plan to assign a group work presentation to students at the end of the course, encouraging them to come up with a simple model to explain the ongoing events.

Experimental Economics: The field of experimental economics offers a unique opportunity to bridge theory and empirical evidence. I am enthusiastic about opening a new course on experimental economics, as it allows students to explore economic phenomena through controlled experiments and empirical analysis. As the first class for students to learn experimental economics, I plan to introduce as many topics as possible, from social preference, to rational narratives. The goal is to trigger interest and to build a good taste of experimental design. The more good papers students read, the closer to the goal. In order to encourage students to read more, I plan to ask students write a literature review at the end of the course for the questions that they're interested in.

In all my teaching endeavors, I strive to create an inclusive and supportive learning environment. I recognize that students have diverse learning styles and backgrounds, and I am

committed to tailoring my instructional methods to accommodate their needs. I encourage active participation, promote open dialogue, and value the exchange of ideas among students. I accept students' failures, and I am dedicated to providing constructive feedback, encouraging students to keep moving.

In summary, as an economics PhD candidate, I am deeply committed to teaching intermediate microeconomic theory, game theory, and experimental economics. My teaching philosophy centers on cultivating critical thinking, analytical skills, and a passion for economics among my students. By providing a supportive and inclusive learning environment, integrating innovative teaching methods, and emphasizing practical applications, I aim to empower students to become well-rounded economists capable of tackling real-world challenges. I am excited about the opportunity to inspire and guide students on their journey towards becoming thoughtful, informed, and analytical thinkers in the field of economics.