

Teaching Statement

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My teaching philosophy is grounded in the belief that economics is best learned through active engagement, empirical exploration, and clear connections to real-world policy questions. I aim to help students not only understand theoretical models, but also see how economic reasoning can guide individual behavior and public decision-making. Ultimately, my goal is to foster curiosity, analytical rigor, and empathy in how students approach economic and social issues.

I believe that effective learning occurs when students enter a state of *flow*—a deep, focused engagement in which they feel both challenged and capable. This flow is often disrupted when students are unsure about the meaning of key symbols, definitions, or assumptions. Therefore, I make a deliberate effort to introduce concepts with clarity, provide intuitive explanations before formal derivations, and connect abstract ideas to students' lived experiences. Maintaining an appropriate pace of instruction—neither too fast to overwhelm nor too slow to lose attention—is equally essential for sustaining motivation and understanding.

During my doctoral training at the University of Delaware, I have developed extensive teaching experience across multiple levels of economic instruction. As a Research Assistant to Professor David Stockman, Graduate Chair of the Economics Department, in Spring 2024, I contributed to the Ph.D. program by organizing research and instructional resources, coordinating digital-learning platforms, and developing standardized materials for graduate core courses. Working closely with the Graduate Chair provided me with a high-level perspective on curriculum design, pedagogical coherence, and the structure of advanced economic training.

In parallel, I have served as the instructor of record for introductory microeconomics and macroeconomics, where I designed syllabi, delivered lectures independently, and evaluated student learning outcomes. Beyond these roles, my teaching assistantships have spanned a wide spectrum of courses—from undergraduate data analysis to the Ph.D. core sequence in microeconomic theory—allowing me to adapt instruction across different levels of rigor. This progression has strengthened my ability to bridge conceptual and technical gaps, communicate complex material clearly, and support students with diverse backgrounds and learning goals.

As for teaching methods and practices, my classroom approach is guided by three complementary practices that reflect how I believe students learn economics most effectively.

1. **Emphasizing intuition.** I prioritize conceptual understanding before technical detail. Each topic begins with an intuitive question—why people or firms behave a certain way—followed by visual explanations and discussion. Formal models are then introduced as tools to generalize that intuition. This sequence helps students grasp abstract concepts such as elasticity, equilibrium, or externalities with confidence and curiosity.

2. **Integrating data and visualization.** I incorporate empirical examples and figures in nearly every lecture. Whether using official statistics, survey microdata, or classroom-generated data, I encourage students to see how evidence supports or challenges theory. Even in introductory courses, I demonstrate simple analyses in Stata or Excel to illustrate causality and strengthen students' quantitative literacy.
3. **Fostering a supportive and inclusive environment.** I aim to create a classroom atmosphere where every student feels respected and empowered to participate. I encourage collaborative problem-solving and open discussion, and I hold flexible office hours to provide individualized feedback. My goal is for students to feel that learning economics is both challenging and accessible.

Students have consistently responded positively to my teaching, often noting that my use of real-world examples and visual explanations helps them grasp abstract concepts and see the relevance of economics in daily decisions. Even in evening classes—such as a section of Introduction to Microeconomics that met at 7 p.m.—attendance remained high and classroom discussions were lively, reflecting strong student engagement. Course evaluations highlight that I make quantitative material approachable and maintain an encouraging atmosphere. Faculty supervisors have also recognized my ability to explain complex models clearly and to motivate students who have limited prior experience with data analysis. One of the most rewarding moments was receiving a hand-drawn illustration from a student as a thank-you gift, a gesture that reminded me how teaching can inspire both intellectual and personal connection. I regularly seek informal feedback through discussions and surveys, using students' suggestions to refine my pacing, incorporate more graphical explanations, and expand hands-on data exercises. These experiences have reinforced my belief that effective teaching is a process of continual learning and reflection, much like empirical research itself.

I look forward to teaching a wide range of undergraduate and graduate courses, including Principles of Economics, Intermediate Microeconomics, and Econometrics. I particularly enjoy teaching microeconomic theory, where abstract models can be discussed in an intuitive and accessible way even for students with limited prior training. In addition, I hope to develop field courses such as Development Economics, Economics of Education, and Digital Policy in Emerging Markets, drawing directly from my research. I find the study of developing economies especially meaningful because the dissemination of such knowledge has strong social value and policy relevance. My long-term goal is to help students connect empirical evidence with theory and policy, empowering them to use economic reasoning to improve the world around them.