

# Teaching Statement

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As a Ph.D. student at the Martin Tuchman School of Management, I have actively engaged in teaching, serving both as an instructor and a teaching assistant for a variety of undergraduate and graduate courses in business analytics, finance, and quantitative methods. My participation in the NJIT Thirty-Second Teaching & Communication Skills Workshop, along with diverse industry and academic experiences since 2018, has equipped me with effective tools and methods to communicate complex material and engage students in meaningful learning. I have taught undergraduates with varying levels of quantitative preparation across multiple modalities—face-to-face, online, and hybrid. I believe that successful teaching requires adapting to these differences, tailoring instruction to support each student’s growth, and I am confident in my ability to be both a supportive and effective educator.

I have taught the undergraduate-level business analytics courses, *MGMT 216: Business Data Analytics* and *MGMT 116: Quantitative Analysis with Applications for Business*. The class modes include Face to Face, Hybrid and Online. Both courses received strong student evaluation scores, with mean ratings of 3.7 and 3.3 out of 4.0, respectively. My pedagogical approach in both courses focused on bridging foundational theory with practical application to equip students with relevant and immediately applicable skills. In MGMT 116, as the course instructor, I was responsible for providing hands-on instruction in a variety of analytical tools. I guided students in mastering core functionalities of Microsoft Excel, including formulas and pivot tables, while also introducing them to external resources like the Bloomberg Terminal and Yahoo Finance, and data visualization software such as Tableau and R.

My teaching philosophy is centered on creating an interactive and problem-based learning

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environment. I believe that students learn best by actively engaging with data to solve complex problems. In MGMT 216, I designed a series of individual and group projects that required students to apply statistical concepts, including descriptive and inferential statistics, linear regression, and forecasting, to real-world business scenarios. For example, students analyze data from a chocolate store's sales history to a seafood restaurant's capital budgeting decisions. Students regularly engage in group projects designed to develop crucial teamwork and communication skills. These projects are supported by dedicated in-class discussion sessions where I actively participate to provide targeted feedback and share my professional insights. Through this experience, I have developed a proven ability to convey complex quantitative concepts in an accessible manner, encouraging students to confidently and effectively apply their analytical capabilities.

In my teaching, I create a supportive learning environment through transparent communication and clear expectations. Each semester begins with an overview of objectives, outcomes, and policies, while each class starts with brief announcements to keep students on track. I remain accessible beyond class through prompt responses and virtual meetings, fostering ongoing dialogue that ensures students feel heard and supported. In my teaching, I also incorporate efficient learning methods to enhance engagement and comprehension. Beyond regular homework and quizzes, I use flashcards to reinforce key terms, participation cards to reward contributions and encourage healthy competition, and Kahoot quizzes to assess understanding in an interactive way. I also leverage Canvas discussion panels for questions and reflections, as well as recorded lectures that students can revisit at any time. Across these methods, I emphasize connecting theory to practice so students clearly see the real-world applications of course concepts.

I have also served as a teaching assistant for a wide range of finance courses, including *FIN310 Data-Driven Financial Modeling*, *FIN218 Financial Markets & Institutions*, *FIN430 Options and Futures Markets*, *FIN417 Investments Management*, and *FIN641 Derivatives Markets*. In these roles, I maintained an open-door policy, welcoming students to discuss

questions, ideas, or concerns at any time. I provide timely feedback on students' questions and assignments and design innovative learning materials to inspire them. For example, I introduce Python notebooks to students with no prior experience, guiding them step by step to build confidence and practical skills.

I am enthusiastic about teaching courses at all levels and eager to share my knowledge in areas such as corporate finance, investments, financial institutions, risk management, sustainable finance, AI, and data science. In particular, I have taught business data analytics courses that incorporate AI tools and techniques, helping students apply machine learning methods to real-world business problems. I am committed to creating an inclusive and engaging classroom environment where students from diverse backgrounds can develop both technical skills and critical thinking. I believe that my expertise in finance and data analytics, combined with my dedication to effective teaching, will enable me to support and inspire students in achieving their academic and professional goals.