

Teaching Statement

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I review teaching as a critical skill for economics researchers. No matter for writing or presenting a paper, economics researchers need to effectively convey the academic questions and findings, and make them more accessible to the general public. Teaching is a good opportunity to cultivate the skills to communicate messages in creative and understandable terms so students can effectively gain from the information. I have passion for teaching. As Aristotle wrote: "*Finding happiness and fulfillment is achieved 'by loving rather than in being loved'.*" Helping students effectively obtain new knowledge brings me happiness. I am always excited about my students use economic principles to analyze real-world questions. In this statement, I will first present my teaching experience and teaching philosophy, and then outline possible courses I would be interested in teaching.

Teaching Experience and Philosophy

As a Ph.D. student at the Department of Economics at Tulane University, I have three years experience of being a teaching assistant. I worked for Professor Heather Tierney and Professor Toni Weiss in the courses of Econ 1010 (Introduction to Microeconomics) and Econ 1020 (Introduction to Macroeconomics), and Professor Patrick Button in the courses of Econ 3810 (The Economics of Labor) and Econ 3320 (Urban Economics). I contributed to the two introductory economics courses by answering student questions via email and holding office hours and review sessions. I regard teaching as a learning process. During three years of teaching experience, I have been improving my teaching skills little by little from tutoring individual students to holding a popular regular review sessions with a group of students ranging from 10 to 80. In the meantime, my teaching philosophy was also shaped in this process.

My first teaching philosophy is concerning students well being. I understand some economic conceptions or theories may be difficult to freshmen who have not taken economics courses before. In addition, they may have questions about the class rules during the process of getting used to the way that the professor designs the class. I was very responsive in answering their emails and encouraging them so that none of them were left behind as the course progressed. I always received positive responses from professors about my method to reply students. I also made myself accessible even outside scheduled review sessions and office hours, explaining materials one-on-one, and catering to students with specific learning needs.

The second teaching philosophy is completed preparation. I believe that a teacher should have a barrel of water if he wants to give his students a drop of water. So I always prepared my review sessions in a full and completed manner. I develop a

deeper understanding in concepts and theories with an up-to-date and comprehensive expansion. In the meantime, I also put myself in student shoes to think about the potential questions the student may have and conduct the special worksheets for them to improve their understanding of the conceptions and related real-word applications.

Last but not least, I believe a good teacher is not just to deliver knowledge to students, but also inspire students to learn and solve the problems by themselves. In my review sessions, I like to begin with asking questions. The questions are always inspiring for students to connect previous covered materials. I ask students to solve them by themselves first and encourage them to explain their own understanding. If there is something incorrect, each student in the session is welcome to point out. If the knowledge is related to drawing graphs, I encourage them to draw the graphs on the whiteboard based on their understanding and then I check their graphs one by one.

There is a proverb in my mind: *"Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime."* I want to be a teacher who teaches my students how to fish rather than directly give them a fish."

Teaching Interests

I present here the possible courses that I would be interested in teaching. These should be considered as suggestions, and I would be flexible in amending them according to needs.

First, I would be interested in teaching microeconomics at undergraduate and graduate levels, taking advantage of my previous teaching experience. Second, I am passionate about teaching applied econometrics or health econometrics. I would like to design a course that builds connections between econometric theory and real-world economic problems. In this course, I will also train students how to use Stata and SAS together effectively to analyze the real data.

As a teacher, I believe that every student deserves my attention, patience, understanding, equal treating, and respect. I keep in mind that I have the responsibility to embody the spirit of equality, along with helping students realize their potential and take pride in their accomplishment.