

Teaching Philosophy

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My high school headteacher's words "Without enthusiasm, there will be no progress in the world" influence not only my life but also my teaching philosophy, which is to revolve around incentives and let curiosity lead the way. I view myself primarily as a facilitator of learning in providing students with important economic knowledge and academic experience that will translate into future professional success, rather than a lecturer who merely delivers information from a textbook to my students. To realize this philosophy, I design my lectures with four critical objectives: a solid academic foundation, to foster divergent thinking, a curiosity in future economic studies, and to individualize students' learning.

First, I believe the consistent hands-on practice is the key to a solid academic foundation. I teach my class by physically writing every definition, drawing every graph, and solving every equation step-by-step on the board. This method helps students learn how a typical economist goes from analyzing initial questions to arriving at final answers. To make my exams an efficient tool for students to test their knowledge, I make sure my questions closely reflect lecture material by personally creating them instead of using test banks. I do not require students to recite definitions word for word, but I test their understanding of specific concepts by making up complex examples. I also believe that connecting practical experiences to academic knowledge bridges the gap between theory and the practicality of a subject. For instance, in one of my Microeconomics class, the news of U.S. rules on dumping margins Of Chinese TV-set makers is used to help my student to understand the terms of price ceiling and price floor. Through these methods, I want to ensure that my students leave the class with concrete and valuable information.

Second, I train my students in fostering their divergent thinking. In practice, I make sure students understand that concepts from separate chapters are not independent of each other in the economic system. Therefore, I try to connect materials between different chapters and different courses. For example, in emphasizing the importance of economic transitions' effect on a labor market, I highlight that the increasing skill wage premiums and the narrowing of gender wage gaps could both be induced by the decline of routine occupations. In exams, I occasionally design bonus questions that link multiple concepts together and push students to independently make the connection and solve problems they have never seen before. Using this method, I can break the linear and disjointed nature of textbook chapters, provide a more complete and realistic picture of economic studies, and push my students to hone their cognitive thinking skills.

Third, I try to show how my lectures can connect to the real research so that it inspires my students to become future economists. I had a tough experience of having no idea about how to apply the mathematical theory in economic research when I was an undergraduate, with a second major in mathematics. Therefore, in class, I enhance the textbook material by relating economic techniques or theories with group projects, aiming at shortening the distance between the knowledge learned in the class and the application of it in the real research. For example, in my mathematical economics class, students are divided into small groups. And then they are going to search for economics models in the literature, apply the techniques of the model solution and equilibrium comparative analysis to analysis the models they find and finally give a presentation of their models. As a result, my students are active in class and often voluntarily participate in in-depth discussions on specific subject matters. In addition, I routinely use frontier research papers to help students to appreciate classic research procedures for economic studies. We go over the proposed questions, suggested theories, adopted empirical methods, and systematically derived conclusions. If time permits, I push students to get hands-on research experience by letting them present and discuss research papers published in reputable economic journals.

Fourth, I design different challenges for students with different abilities to individualize students' learning. In the first class of each semester, I have the students introduce themselves and complete an information sheet so I know each student's background and general abilities. Several times over the

course of the semester, I ask students for feedback and adjust what I am doing in class based on those evaluations. On top of introducing complex questions in exams, I use pop-quizzes to push students to routinely review class material. While I enjoy seeing the motivated students rise to every occasion, I make sure to identify struggling students and privately reach out to them as early as I can. By sharing my personal experience as an undergraduate student with them, I can reassure them that their effort will become fruitful. Then, I make myself available for them to go over class material as necessary. As a result, my students are constantly working hard to earn high grades.

I believe that the study of economics is fascinating because as a discipline, it translates scientific proof, analytical reasoning, and logical arguments into real-life applications. I strive to convey this passion to my students, and I believe that leading by example while guiding with my own academic experience is the best way. I am willing to teach a variety of courses to meet departmental needs. As a future assistant professor, I will strive to advance the development of my students in different aspects. I look forward to more opportunities that will improve and broaden my teaching competencies and allow me to share my enthusiasm for the economics knowledge with students.