Teaching Statement

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As a researcher, I perceive teaching as a distinctive opportunity to disseminate my insights on economics to a broad and diverse audience. My academic journey at the University of California San Diego (UCSD) has equipped me with invaluable experience in collaborating with undergraduate students. Serving as a teaching assistant and, more recently, as an instructor for a summer course, I have grown my skills in imparting both knowledge and enthusiasm for economics. These years of teaching have deepened my commitment to the role of an educator, enabling me to effectively convey the intricacies of economics to my students. I eagerly anticipate the prospect of teaching additional courses and forging close connections with students.

Teaching Interests

My teaching experience has been primarily in macroeconomics. However, I am interested in teaching a wide range of courses listed below:

- **Macroeconomics** at all levels (undergraduate and graduate)

- **International trade** at all levels (undergraduate and graduate)

- **Computational** and programming-intensive courses (for macroeconomics or data analysis)

- Introductory or intermediate level undergraduate **econometrics** and **microeconomics**

Teaching Philosophy

Teaching at the Right Level.—Throughout my teaching journey, I have come to appreciate the critical importance of tailoring instruction to the right level. Economics students arrive with diverse academic backgrounds. Particularly in terms of their mathematical proficiency, students with varying levels of mathematical skills, spanning from those adept in Calculus to others who struggle with basic algebra, often get enrolled in the same class. This diversity presents a unique challenge for me as an instructor, as a rigorous exploration of economic concepts often relies on precise mathematical language that not all students are equally prepared for. However, avoiding the technical intricacies would risk disengaging those who are more proficient in mathematics. To ensure all students stay engaged and grasp the material, I employ a multifaceted approach. I introduce each topic from various angles, helping students develop both an intuitive grasp of the concepts and a solid understanding of the technical aspects. By combining teaching materials that cater to students of varying levels, I create an effective learning environment that benefits individuals with diverse academic backgrounds.

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Critical Thinking.—Economic models are abstractions from reality. In economics, given the intricate nature of economic systems, absolutes of correctness or error seldom exist. What holds significance is our ability to discern both the strengths and limitations of these models as tools to comprehend reality. Guided by this perspective, I have consistently encouraged students to approach economic models with a critical lens, prompting them to explore how these models may deviate significantly from actual circumstances. For instance, when teaching the Permanent Income Hypothesis (PIH), I initiated discussions on the implications of PIH and encouraged students to assess the model's compatibility with, or divergence from, reality. Following these deliberations, I introduced a borrowing constraint into the model, demonstrating how such a modification can bring it closer to the data. This process of critical evaluation, aimed at uncovering both the potentials and constraints of economic models, serves to cultivate a spirit of critical thinking within the classroom.

Confronting Theory with Data.—As a former student, I often encountered economics courses that dedicated an excessive amount of time to explaining the mechanics of economic models while neglecting the crucial task of assessing their real-world plausibility. As an instructor, I am committed to rectifying this limitation. In pursuit of this goal, when teaching macroeconomics, I consistently augment economic models with empirical assessments. For instance, in my intermediate macroeconomics class, after covering the IS-MP model, I introduce students to the empirical methods economists employ for evaluating model implications without heavily relying on specific model structures. This includes demonstrating the estimation of impulse response functions in response to identified monetary shocks, a technique seldom explored in such courses. I convey the essence of this empirical methodology to students, fostering an appreciation for the extensive efforts economists invest in reconciling theory with empirical evidence. Furthermore, while delving into the empirical dimension, I underscore the inherent challenges in establishing plausible empirical facts. Concepts such as anticipation effects, which can introduce bias into empirical estimation, are additional topics that I cover. Despite their non-standard inclusion in such coursework, I firmly believe that this exposure equips students with a deeper understanding of the intricate relationship between economic theory and empirical facts, a facet critical for researchers but often underemphasized in undergraduate classes.

Prompt Assessments for Feedback.—I firmly believe that regular assessments of students' understanding is paramount, serving both as a tool for me to identify potential teaching issues and as an opportunity for students to correct any misunderstanding. When I teach macroeconomics, I make it a point to pause during lectures and pose questions to the class to gauge their comprehension. This immediate feedback allows me to promptly assess the effectiveness of my teaching. I recognize that when students find the course material challenging, they may stay quiet. In such instances, it serves as a clear signal to me that I need to slow down and revisit fundamental concepts. For a more structured and comprehensive evaluation, I administered two in-class quizzes in addition to a midterm exam in my recent summer course. These assessments included a mix of multiple-choice and short-answer questions, closely aligned with the topics covered in lectures. Often, the questions directly mirrored what was emphasized in class. Through these questions, I could discern which

students were keeping pace with the lectures and who might be encountering difficulties. For those struggling with the material, I always made myself available during office hours to identify the specific hurdles hindering effective learning. I acknowledge that addressing these challenges is not a one-size-fits-all endeavor, as student backgrounds vary widely. However, the use of frequent assessments has proven invaluable in my ability to gain insights into my students' individual needs, enabling me to provide tailored feedback and make necessary adjustments to the teaching approach.

Teaching Effectiveness

At UCSD, I have had the privilege of serving as a teaching assistant (TA) for numerous courses during my PhD journey. In my role as a TA, I shared responsibilities with fellow TAs to offer review sessions, hold office hours, and grade exams. In summer 2023, I became an instructor for an entire course for the first time. Below, I provide evidence on my teaching effectiveness based on evaluation reports.

Table 1: Student Ratings as a Teaching Assistant

Course Title	Quarter	Recommendation Rate
ECON 110B Macroeconomics B	Winter 2019	10 out of 13
ECON 110A Macroeconomics A	Winter 2020	7 out of 7
ECON 110B Macroeconomics A	Fall 2020	2 out of 3
ECON 110A Macroeconomics A	Winter 2021	5 out of 5
ECON 110B Macroeconomics B	Spring 2022	6 out of 6
ECON 100A Microeconomics A	Fall 2022	2 out of 2
ECON 111 Monetary Economics	Winter 2023	2 out of 3
ECON 146 Economic Stabilization	Spring 2023	3 out of 3

Comments from Students and Instructors

ECON 110B Macroeconomics B, Winter 2019

"He is very responsible to students and very friendly to approach."
"He's really helpful and professional."
Prof. James Hamilton: "very conscientious TA. He was a big help to me and the students."

ECON 111 Monetary Economics, Winter 2023

Dr. Darrel Cohen: "He has been my TA a few times and always shows excellence with knowledge of the material, proctoring/grading exams, etc. I've never heard a criticism from a student. I look forward to working together again in the Spring quarter, 2023."

ECON 110B Macroeconomics B, Summer I 2023

"The office hours were quite helpful."
"Very good teaching experience"