

I am deeply passionate about both pedagogy and research, allocating an equal measure of enthusiasm to both. The principles of the paramount importance of teaching and the unwavering belief in students' capacity to learn resonate profoundly with me, and I am committed to exemplifying them in my role as an instructor. My pursuit of a doctoral degree and my ardent desire to work in academia can be attributed to the exceptional quality of instruction I have received throughout my educational journey. My esteemed professors employed effective teaching practices and genuinely cared about my learning, instilling a passion for economics within me. As I embark on the transition from student to teacher, I carry with me a steadfast dedication to upholding these values and continually inspiring my students. Within the subsequent sections of this teaching statement, I will provide a comprehensive overview of my teaching style, offer a brief account of my teaching experience, and share select testimonials from students that reflect their positive experiences. For a more extensive collection of laudatory reviews and access to my complete teaching evaluations, please visit my website.

Teaching Philosophy and Methods

In my experience, common key characteristics of an excellent instructor are possessing a meticulous grasp of their subjects and consistently challenging their students, provoking a deep and passionate engagement with the course material. Undoubtedly, there are no shortcuts to becoming a knowledgeable and well-rounded economist. Throughout my academic journey, I have upheld rigorous academic standards, surpassing the basic requirements of each class. I pushed myself to attain a comprehensive understanding of the subject matter, delving into both the mathematical intricacies and intuitive aspects. This approach to education has equipped me with the ability to effectively communicate lecture material, address inquiries, and foster critical thinking. As an instructor, my primary objective is to encourage my students to critically analyze and emotionally invest in the course material. To achieve this goal, my lesson plans extend beyond merely examining the concept's how, when, and what, delving further into the underlying reasons for its existence and usefulness in an economic context. At the outset of each lesson or week, I introduce a significant idea, econometric technique or economic event that necessitates a thorough explanation. Subsequently, I introduce relevant concepts that facilitate systematic analysis, guiding students in applying these tools to elucidate the focal idea. When presenting mathematical concepts, I begin by providing intuition and context in which it is useful, followed by a benchmark numerical exercise. To solidify their understanding and fosters independent thinking, I try to engage students in solving a similar problem with slight variations. To sustain my students' engagement and cultivate their enthusiasm for the subject, I consistently bridge theoretical material with practical examples, prompting them to think critically and vocalize their thoughts by posing and answering questions. Lectures are supplemented with assignments that reinforce class material and require students to employ the acquired techniques to explain other economic phenomena. Furthermore, effective instruction culminates invaluable feedback, which I provide through detailed comments, during office hours, or by addressing common errors in subsequent classes. A teaching approach that I particularly enjoy is exemplified in my method of instructing the concept of standard error. After introducing the concept, I expand on its difference with standard deviation, which fosters intuitive understanding. I guide students in applying this concept to estimators like ordinary least squares, which helps them to think about and articulate the inference. We engage in an open discussion, exploring how the concept captures the idea of uncertainty and how it transitions into quantifiable evidence for economic research in terms of t statistics, p-value or confidence intervals. Finally, to foster deep investment in the material, I prompt students to simulate data, calculate an estimator for multiple samples and then see how the standard error of the sampling distribution changes as sample size changes. This exercise helps them not only visualize an abstract statistical concept but fosters their coding skills as well.

Teaching Experience and Commendations

The foundation of my teaching experience blossomed during my tenure as a doctoral student at UC Irvine. My commitment to teaching remained unwavering as I diligently served as a teaching assistant throughout every quarter, adapting seamlessly to both in-person and online environments during the challenging COVID-19 pandemic. In recognition of my dedication to teaching, I was bestowed with the Best Teaching Assistant award by the Department of Economics in 2022. My primary focus has been teaching the econometrics sequence for upper-level undergraduate and graduate levels, which encompasses a broad range of topics, including fundamental statistics, linear regression, maximum likelihood estimation, and Bayesian econometrics. Furthermore, I have had the privilege of assisting in the instruction of core economics courses such as Basic Economics, Money and Banking, Economics of Accounting, and Managerial Economics. Additionally, I have provided invaluable support in an econometrics writing-intensive course which demands students to work on an original econometric research project, where I empowered students with comprehensive feedback on their drafts and guided them in effectively communicating their research. The overwhelmingly positive feedback I have received demonstrates my ability to adeptly navigate various subjects and instill a sense of enthusiasm in students. Although I have explicitly taught most of the courses dedicated to econometrics, I have incorporated diverse economic theories and real-life applications into my lectures across multiple classes. Consequently, should the need arise, I am confident in my capacity to deliver an entire course on other economics subjects as well. Allow me to share a testimonial from one of my grad-level econometrics students that attests to my passion for teaching:

"He is very knowledgeable, very effective in explaining things, and extremely patient. I visited him during multiple office hours and all of the regular discussion sessions. In his teaching, he always is prepared, meaning he has a plan about what he has to go through, and what is the actual material. Needless to say, he always teaches in a manner that I wish he was the actual professor! Also, he is very enthusiastic about the course subject, and this makes you more interested and engaged. Moreover, he often engages students with questions and applications, so everything is more interesting and enjoyable. During his office hours, he is very patient with every question and problem. I don't have a background in Economics/Metrics, so I ask many basic questions, and he always answers patiently and kindly. I always thought I am one of the best TAs, but he is the best TA I've ever had."

My most cherished teaching experience occurred when I was given the invaluable opportunity to assist in teaching the Graduate Econometrics course sequence for first-year PhD students. I had the privilege of facilitating the instruction for the whole econometrics sequence comprising three courses on a total of four separate occasions. This experience was particularly rewarding as the course material aligned with the foundation of my own research, and teaching graduate students presented unique challenges. Engaging with these students not only expanded my cognitive capacities but also enhanced my technical prowess, as I provided instruction on understanding and coding intricate econometrics techniques using R or MATLAB. This exposure has instilled in me the confidence to teach graduate-level courses in the future, whether as part of a first-year curriculum or in specialized fields such as Time -Series, Causal Inference, or Bayesian Econometrics. A testimonial from a grateful graduate student aptly captures the impact of my instruction:

"He is the best TA/Teacher that I've ever had. He is much more capable than most of the even professors in the department! He is very knowledgeable, comes to the class very well prepared, and is very patient with the students. He is such a nice guy! I don't know about his research, but in my opinion he will be one of the best teachers anywhere he goes! I am so happy that we will have him next quarter as our TA."

In conclusion, my unwavering passion for teaching and commitment to fostering student growth has been forged through a diverse range of instructional experiences. I am confident in my ability to inspire and guide students in their pursuit of knowledge, and I eagerly anticipate the opportunity to contribute as a full-time instructor in a dynamic and intellectually stimulating academic environment.