

Teaching Statement

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My goal as a teacher in economics is to help students move fluently among formal models, economic intuition, and empirical evidence. I want students not only to solve a model, but also to understand why its assumptions matter, assess its predictions against data, and use it as a benchmark to think about more sophisticated real-world questions. Across ten semesters of teaching experience at the University of Maryland - including two summers as an instructor for undergraduate intermediate macroeconomics and two years as a teaching assistant for the first-year Ph.D. macroeconomics sequence - I have developed these principles in courses serving students at different stages of their training.

In the fourth and fifth year of my Ph.D., I was invited to serve as the teaching assistant for the first-year Ph.D. core macroeconomic sequence, ECON 601 (Macroeconomic Analysis I, by Prof. John Shea and Prof. Boragan Aruoba) and ECON 602 (Macroeconomic Analysis II, by Prof. John Haltiwanger and Prof. Pablo Ottonello/Prof. William Witheridge). Besides grading, preparing answer keys to problem sets and going over assignments and past exam questions, I hold weekly TA sessions that cover advanced course materials per professors' requests. I prepare detailed handouts on a wide range of macroeconomic topics, including dynamic programming with discrete and continuous time, Neoclassical and New-Keynesian models, Ramsey problems, heterogeneous-agent models, information friction, coordination friction, convex and non-convex adjustment costs, misallocation, and search and matching models in macro labor. When teaching graduate materials, my teaching philosophy seeks to strike a balance between mathematical rigor and economic intuitions. My handouts lay out detailed steps in mathematical derivation and highlights the economic intuition for the key equations. I also deliberately guide Ph.D. students to use these workhorse models for their future research. I explain the logical relationship between different economic models and encourage students to think about the extensions of the workhorse models as a first step to develop their own research agenda in the later stage of the Ph.D. program. I am delighted to see many students come to my office hours regularly to chat about their research ideas during and after their first year. I received excellent teaching evaluations, including a score 4.0 out of 4.0 for both semesters of the 2024-25 academic year.

I served as the teaching assistant for ECON 325 (Intermediate Macroeconomic Analysis) by Prof. Luminita Stevens for four semesters, and as the instructor of the course in Summer 2024 and Summer 2025. This is a core course designed for the Bachelor of Science track of economics major. When teaching undergraduate materials, I follow two principles. First, I try to keep the mathematics simple and tractable and focus mainly on explaining to students the economic intuition of macroeconomic models. The analytical part of the course is deliberately simplified and fully based on two-period general equilibrium models. The problem set and exam questions are usually based on an actual macro paper simplified to a two-period version. This exercise deepens my understanding of macroeconomic theory and allows me to practice explaining difficult concepts in a more approachable way. Additionally, despite being a theoretical course, I try to put more weights on introducing micro and macro empirical patterns to students about the U.S. economy. I discuss with students how these empirical patterns help identify the success and failure of models. For instance, when teaching the labor market equilibrium, I discuss the empirical patterns in the labor market and how they challenge the assumptions in the model. Many students find it motivating and helpful.

Given my previous teaching experience, I feel comfortable teaching any economics courses at the undergraduate, masters and Ph.D. level, depending on the needs of the department. At the Ph.D. level, I am ready to teach a core first-year Ph.D. course in macroeconomics. Besides, I am able to teach second-year Ph.D. macroeconomic courses on firm dynamics or monetary economics. I can also teach a second-year Ph.D. course on micro behavioral economics that focuses on the cognitive foundations of behavioral biases. Besides, I would like to develop a second-year Ph.D. course on behavioral macroeconomics. In the course, I will introduce to students the theories of expectation formation, such as adaptive learning, rational inattention, diagnostic expectation, imperfect memory, cognitive noise and reinforcement learning, with a focus in their applications in macroeconomics. I will also discuss the empirical methods of designing and using survey expectation data in macroeconomics.