Teaching Statement

Course Preference - As my Ph.D. research lies within the field of macroeconomics, my top preference is to teach macroeconomics. Accumulated over years of graduate studies, my knowledge breadth spans multiple subfields of modern macroeconomics – endogenous growth theory, neoclassical and New Keynesian frameworks, overlapping generations and life cycle models, search frictions in credit and labor markets. As such, I I can deliver a comprehensive macroeconomics course on both undergraduate and graduate level, with focus on breadth and intuitions for the former, and technical depth for the latter.

Beyond standard macroeconomics, I am most familiar with topics in econometrics, financial economics, and international macro-finance. In particular, I have taught financial economics and international macro-finance for multiple semesters during my graduate studies.

Finally, I am also sufficiently familiar with topics in microeconomics, industrial organization, public finance, urban economics, and resource economics to deliver them at the undergraduate level.

Teaching Philosophy - To be an economist is to think like one. A core tenet of economics is trade-offs, and very often we find trade-offs between efficiency, equity, and perhaps in the age of artificial intelligence, ethics. I believe, as educators of tertiary institutions, it is our responsibility to develop undergraduates' ability to think critically, creatively, and empathetically of economic issues, so that they are able to make rational economic decisions grounded in values and ethics to tackle the economic challenges presented by this new age of artificial intelligence. To this end, my teaching style follows a delivery-question-apply-reflect process. I encourage students to question or debate the underlying assumptions of the economic theories delivered via lectures, tutorials, and seminars. Assignments span both theory and applications, requiring students to identify real-life examples of concepts learned in class, or counterexamples where certain theories fail to hold. Where applicable, I would also encourage students to consider whether economically efficient systems are equitable or ethical. Ultimately, this cycle of inquiry is embedded in how courses are assessed: grading will almost always feature continuous assessments after lecture for students to consolidate and internalize knowledge, a final exam on theory, and a project work that challenges students to engage real-world economic problems.