

My pedagogic involvement at the UW-Madison has endowed me with invaluable skills and I have been grateful of the nine semesters of the teaching experience. It is a privilege and an honor to be able to teach any students – to educate them with the knowledge of economics, to shape them into a better person, and to influence their life path. A great instructor, through the great dedication and tireless devotion, contributes to the value of human capital and crucially commands the high-stake in students' physical and financial investments.

For six semesters, I served as a TA in the Principles of Microeconomics and Macroeconomics, and Intermediate Macroeconomics courses for the Department of Economics. I have acquired classroom management skills for large classes and performed administrative duties when I was delegated as a head TA for both principles courses and an experienced TA for the intermediate courses. I greatly enjoyed the increased attention afforded to smaller groups of 24 students in each discussion section, while I had also substituted the instructors and given review sessions for large lectures of 300 or more students. I have also co-edited exams and assignments, and revised and updated the learning materials with the instructors. Moreover, I had many opportunities to work closely with instructors who were teaching various courses for their first time. I assisted and provided feedback in the development of course structure, learning materials, class and learning activities, and evaluation scheme. For instance, in one of the semesters in the Intermediate Macroeconomics course, I constructed homework assignments with Excel simulation programs where students were asked to perform a counterfactual analysis of fiscal and monetary policies and compare to the real data.

I am currently a teaching staff at the Business Learning Center in the Wisconsin School of Business. As an academic support program for first-generation, international, ethnic and minority, and academically at-risk students, I emphasize on empowering students' abilities and inspiring their confidence to help them succeed in introductory economics courses. I have redesigned the program and produced new learning contents suitable for the class progress and students' abilities to better serve as their "second chance" of learning. Thus, for this group of students, I have taken the learning-by-doing approach through problem-solving. I focus on building the strong foundation in basic economic concepts and intuition and provide the linkages towards their analytical and quantitative skills. Then, I challenge them into more difficult scenarios, yet intuitively reinforcing the ideas. I encourage group discussion in problem solving, by allowing each participant to present their solutions and amalgamate from each other's thought processes and findings.

Apart from the regular teaching duties, I have also trained new TAs for the department. I strive to improve their teaching techniques; and thus, increase the value of the teaching personnel in the department. Successful teaching of economics, as a quantitative social science, requires the unique mastering of inter-relating the real-world phenomena and economic intuitions into rigorous mathematical frameworks. I helped new TAs find their quantitative-qualitative balance and perfect teaching styles. I have also provided teaching guidance and resources for the courses I previously taught. As a College of Letters and Science Teaching Fellow, I have trained new TAs for the university in the aspect of educators and managers, and a workshop on effective instruction for quantitative courses. I strongly believe that TAs or instructors are efficient in their duties only when they have a striking balance of managerial skills and perfect teaching techniques throughout the courses. As well, teaching quantitative courses need not being rigid or instructor-centered in synthesizing the knowledge.

Teaching is a devout contribution for the betterment of students and our society. As the foremost priority, I always seek to maximize the potential and the value of students, to capitalize on the outcomes of their investment. By understanding the background and expectation of the individual students, I leverage their motivation to help achieve their goals. I strive for the ideal learning environment for all students by making the classroom a welcoming and thought-provoking space. Students learn best in a collaborative atmosphere by fostering from one's strengths and weaknesses. I constantly adjust the content delivery and learning activities to engage the students with relevant examples and increase their knowledge retention, thereby, steadily evolving the curriculum, while preserving the learning objectives of the course. I pride myself on the professionalism and the quality of my teaching, being the yardstick for students and peers to follow, and my teaching experience.

"Care," in one word, summarizes my teaching philosophy – the care for students' well-being, the care to perform the duty and be the invaluable asset to the community, the care to be there for the students, the care to go above and beyond. I always ask myself at the end of every teaching, "is there anything I would have done differently or in addition to what I have done?" To which, I unwaveringly challenge myself to be an even greater teacher, and to never be satisfied if any single student is left behind when the train is leaving the station.