Teaching Statement

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My enthusiasm for teaching originated from a class named "Environment and Trade" during my undergraduate study. Providing vivid examples and detailed explanations, professor Lee led us through the beauty of environmental economics. Enlightened by this experience, I decided to devote myself into the academic career. A great teacher makes the materials appealing, evokes the excitement for learning, and leaves a long-lasting influence on her students. Lee brought all this to me, and this is exactly what I am hoping to pass along to my students.

Through Spring 2015 to Fall 2016, I've been the Teaching Assistant of an undergraduate course "Real Estate Data Analysis", this is a core course for everyone in the Real Estate major and electives for other majors. In Spring 2017, I was the sole instructor of the course, responsible for design, lecture, and grading.

Here were the guiding values and teaching strategies I've implemented in my class back to 2017 and is what I plan on improving in my future academic career.

Guiding Values and Course Design

Students are at the center of my teaching and course design, and I believe the instructor plays an important role in stimulate students' interests, enlighten thoughts and help student better prepared for their career. Bearing this in mind, my objectives as an instructor are to, (1) make learning materials interesting and help students understand the intuition behind key concepts; (2) ensure

students can apply their knowledge in solving problems; (3) foster students to be critical thinkers and effective communicators.

Here is what I did to achieve those objectives in my Real Estate Data Analysis class.

First, I introduced students to practical and up-to-date materials in ways that they would find relevant to their daily life and career goals. Data analysis is not about memorizing formulas. Instead, it is about choosing the appropriate statistical tool(s) to perform in a given situation. For example, Microsoft Excel are highly utilized in the course to provide students first-hand experience and to get prepared for their future working environment.

Second, I see lecture as a conversation between me, my students, and the learning materials. I tailored my teaching based on the material and students' feedback. Whenever they needed, I would adjust the materials based on their background, interest and ability. Data analysis involves the ability not only to do statistical calculation, but also to identify problems, summarize inputs and finally convey arguments in clear prose. I tried to model this process for students in my lectures, and I challenged them to do the same in discussions. I wanted my students to think beyond data, and connect statistical results to the reality. I aim to develop students' ability to make cogent and persuasive argument, and convey precise information.

Third, I want to provide them with tools to take into other disciplines and into other domains of their life. I would like my students to think how data analysis can be used to make progress for understanding human decision making, for managing projects and for making our society better. Although our material is about Real Estate Data Analysis, one of the greatest goals I have is to teach my students to become motivated, insightful, and enthusiastic thinkers.

Strategies and Approaches

In my class, my goal is to create an atmosphere that encourages participation, involvement and feedback. To help better understand the material, I used a combination of traditional and flipped classroom techniques. Lecture was provided at first half of the class time and group assignments were provided at the second half to review the lectured materials.

In each class, I tried to engage students in a variety of ways, with jokes, stories and videos related to class materials. To motivate and encourage participation in class discussion, I designed several interactive games which incorporated topic-specific learning materials. Students can have quick and specific feedback through the process of games and learning from their participation. For in class group assignments, students were divided into different groups for each class and one leading discussant were randomly selected in each group. Through group discussion, students can learn from their colleagues and have a sense of responsibility and ownership for the topic. It was my hope that students leave my classroom not only with some concrete understanding of statistics and data analysis, but also know what it means to be a collaborator. Recognizing that not all students are comfortable with group discussion, I also required regular written assignments, pushing students to think individually based on real decision problems, and I provided extensive feedback on their assignments.

I encouraged students to communicate with me and with each other. Students were welcomed to come to my office hours or schedule a time with me, to discuss problems or questions they may have in mind. I encourage my students to ask questions and I take my responsibility serious when guiding class discussion and to introduce new or difficult material. I am straightforward about not having all of the answers. But I will try my best to explore and answer all the questions. As a response, I will not only show students the answer that I've found, but the

process I went through to discover it. I want to hear the feedback of my students and learn through them. I hope I can be a good mentor to my students who guide them through the learning using my knowledge and experience to help them find the beauty of academic studies.

Future Plan

During my first course as a professor, I leaned many valuable and first-hand experience of teaching. More importantly, it motivated me to keep chasing the academic career and to be a better instructor.

In the future, I want to implement my experience, expertise and enthusiasm into the teaching of agricultural and environmental economics and keep bringing positive impacts to students. In addition, I hope to advise undergraduate and graduate students in relevant fields of research. As a passionate researcher in the field of environmental economics, I believe that is my duty to lead students to the joys of research and help them build the ability as a future researcher. If given the opportunity, I am also willing to share my experience with fellow instructors in order to stimulate broader discussion on effective communication and pedagogical skills.