

# TEACHING STATEMENT

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PASSION, PRUDENCE, PATIENCE are the keywords that construct my teaching philosophy. I owe my current achievement as a graduate student instructor to the above three attributes that a successful teacher should possess. I firmly believe that a good teacher must be immensely passionate about the subject they are teaching, prudent about students' learning processes, and patient in tackling any challenges they encounter. My objective as a teacher is to motivate and engage a diverse body of students in a student-centered learning environment, helping them develop an economic mindset so they can address real-world problems and make better decisions in their lives and future careers.

## **Passion is a prerequisite for successful teaching experiences.**

My teaching career began with an unsuccessful first teaching experience in 2015. A significant lack of experience and training hindered my effectiveness as an instructor. Even still, my passion for teaching was ignited by the joy of seeing a student's face light up with understanding after finally working through a complex math problem. I am grateful to my colleagues for their encouragement and support, which helped me pinpoint my deficiencies and adjust my teaching method. I learned to open my lectures by greeting students with a smile, which creates a warm and welcoming atmosphere for learning, where students feel relaxed and more comfortable with approaching me. Sharing recent newspaper articles and videos related to students' career aspirations stimulates a desire in students to learn. To further motivate students, I frequently encourage students to share their life experiences. My passion for teaching extends to exploring effective ways of teaching and tutoring methods in the online environment. The opportunity to be a teaching assistant for an online MBA economics course has built my confidence and given me an interest in teaching online courses in the future.

## **Prudence promotes students' trust in an instructor's ability to teach them.**

Even though it is time-consuming, it never is a waste of time or energy to carefully prepare and review class materials before presenting them to students. Furthermore, I always spend a significant amount of time rehearsing every lecture. In doing so, mistakes such as misspoken words, typos in the class materials and wrong examples are likely to be minimized. Being prudent also requires addressing students' diverse backgrounds and interests in establishing the course goals, selecting course materials, and determining the appropriate level of instruction. To understand students' expectations for the course and their mathematical proficiency, I ask every student to fill out an expectation card and complete a math "pre-test", respectively. I frequently review them to keep my teaching style focused on meeting their diverse needs and interests throughout the semester. Catering to all types of students, including first-generation and part-time MBA, I strive to keep my teaching strategies innovative and qualitative particularly in small classes. Last, being prudent requires acknowledging the existence of microaggressions and stereotype threats that may affect students' engagement; therefore, I make every effort to be careful about my language and attitude

inside and outside the classroom and encourage students to follow class norms.

**Patience is a virtue that students appreciate.**

Being patient means taking the time to understand different students' strengths and weaknesses, exploring various ways to deliver knowledge with different learning styles, reaching those who do not display strong aptitudes and being available inside and outside the classroom. Patience also requires making every effort to address the diverse elements of the student body. However, the rich diversity in students' technical backgrounds poses a great challenge for me to cater to all types of students. For example, some students understand the verbal descriptions of economic concepts quickly but struggle to understand the numerical/graphical representations and vice versa. I cycle between verbal, numerical, and graphical illustrations to connect with students' varying strengths. When I notice people falling behind, I proactively reach out to them to ensure they do not disengage. Personalized encouragement often goes a long way in promoting students' confidence and enthusiasm. I frequently remind students that their voices are valued and appreciated both inside and outside the classroom.

I have thoroughly enjoyed my teaching experiences. In the past few years, several of my former students chose to pursue graduate work in economics. I am thankful to have been a part of their growth. Their enthusiasm for this subject motivates me in my research and helps me remain passionate about teaching economics and developing topic courses such as Game Theory, Empirical Industrial Organization and others.