

Teaching Statement

My primary aim as an instructor is to equip students with analytical skills and understanding for an ever-changing world through an economist's lens. While pursuing my master's and my doctorate, I have had a chance to teach a range of undergraduate and graduate courses at Korea, Monash, and Deakin University. Currently, I am an instructor at The University of Melbourne. These experiences have helped shape my perspective on teaching and helped discover teaching as a device to ponder on and fill my own knowledge gaps to become even a better instructor. As an educator who is greatly influenced by the likes of Richard Feynman, I try to breakdown the concepts and terminologies in the simplest terms as possible by offering daily life examples, simple analogies, collaboration, and chance of self-learning. Following my PhD coursework instructor's advice "no question is ever stupid and stupid question is the one that is never asked", I always try to build friendly environment in the classroom conducive for two-way communication, where students can ask as many questions as possible.

Communicating abstract concepts with the students, I try to incorporate as many relevant real-world examples as possible, for instance, I ask my students to write in bullet points regarding what would they be doing had they not been enrolled, that helps them understand concepts of opportunity costs and trade off in my class of Economic Principles. This activity simulates thinking of students and leads them to think of what non-obvious opportunities they had to forgo to get into university. Further in my course of Competition and industry, instead of directly delving into the concepts like prisoner's dilemma, I tend to organize a game that mimics the situation of prisoner's sentence/ rewards using example of competition of Pepsi and Coca-Cola. Students are divided into groups as two companies and think about how they would price their respective products relative to their competitors to either cooperate or compete and helps them understand why selling at low price by both competitors would be the outcome. This not only fosters critical thinking and understanding of course materials faster, but also makes students to participate and engage more in the classroom.

Further, collaborating in groups, and brainstorming as a team fosters teamwork in the students, a skill that is highly valued by the employers. For instance, in my class of International Macroeconomics, I make a list of some Journal articles, and allow the students divided into groups to select one for each group and present it in the class. After presentation of around 15 minutes, there is open discussion among groups, when presenters are asked questions on methodology and estimation of results. This makes students to discuss and understand gist of chosen journal article as teammates and decide on the roles for presentation.

I attempt to design the class activities that encourage students self-learning skills, for instance, in Trade Finance class, students are encouraged to attempt solving problem set before coming to classes and discuss the solutions among themselves during the class. Students are incentivised to solve the problems on the board and explain to audience on how they approached to solve the problem, that further promotes the confidence of students. This way students also learn from each other on how they solve problem sets instead depending on my answers. I make quizzes fun by running Trivia where students can see everyone's scores and compete. Winners get small prizes and healthy appreciation. This approach not only motivates students to review the material but also encourages them to come better prepared for future classes. Moreover, I always try my best to provide latest examples from real world, and update my examples from recent events, so that my students are better able to relate the real world with the concepts that they learn in the classroom. I make sure that my students leave the classroom with the positive attitude that they have learnt something, and I set aside few minutes always at the end of class if any students have any questions regarding the class materials.

Further, in my experience as a tutor working as a part of team to teach a big class of students, for instance about 600 students in class of Macroeconomics Principles, we team up strategically to divide

and responsibilities to take tutorials and consultation by dividing students in small groups so that each student has sufficient time for discussion. Moreover, before we divide our responsibility for marking assignments and exams, and we align marking criteria and expectations by checking few sample papers and discuss it over a meeting so that students get consistent feedback ensuring smooth workflow.