Teaching Philosophy

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I have taught at the Hong Kong University of Science and Technology (HKUST) in several roles. From 2020 to 2025, I was a teaching assistant for undergraduate macroeconomics, the economics of uncertainty and information, and Ph.D. microeconomic theory. I led tutorials, held office hours, and graded assignments, earning an average evaluation of 4.72 out of 5 across five appointments. In office hours, I learned to find where a student's reasoning breaks down and rebuild the argument from there. In 2026, I lectured in the math camp for the MSc in Economics, receiving 4.53 out of 5. I wrote the lecture notes myself to build the mathematical background for students without prior math training. From 2025 to 2026, I also served as Teaching Assistant Coordinator for the Business School, helping postgraduate students prepare teaching materials and evaluating their mock lectures.

At iCLA, I can teach undergraduate macroeconomics, intermediate macroeconomics, econometrics, microeconomics, industrial organization, and the economics of uncertainty and information. My undergraduate degree in Mathematics and Economics includes a minor in Actuarial Mathematics. Combined with my teaching in uncertainty and quantitative methods, this background prepares me to teach risk management and portfolio management, including mean–variance portfolio choice, the CAPM, hedging, and value at risk.

In my courses, I emphasize intuition, active reasoning, and clear explanation. I want students to use models to separate an observed pattern from the mechanism behind it. Consider a new campus restaurant with a long queue. Students may take the line as proof of good food, yet the line is only a signal. As more people see the queue and join, it can keep growing even when the food is poor. This everyday example introduces herding under imperfect information. Another example asks why a government issues consumption vouchers instead of cash. Because vouchers must be spent, more of the transfer enters current demand and raises the multiplier. I start with the economic question and introduce the formula only after the intuition is clear. I then ask students to work through the steps and tell me where the logic stops being clear. One student's question often helps several others and shows me where to explain more simply. In a liberal arts classroom with students from many majors, I want every question to be welcome so no one feels behind for asking why an assumption holds. Teaching is most rewarding when a student who thought economics was out of reach sees why an outcome happens, and finding that clearer explanation is what I enjoy most.