

My teaching philosophy is grounded in three central principles: content, critical thinking, and inclusion. **Content** forms the foundation, ensuring that students acquire both theoretical knowledge and practical skills essential for their academic and professional growth. **Critical thinking** empowers students to analyze, question, and synthesize information, enabling them to approach complex problems with confidence and creativity. **Inclusion** reflects my commitment to fostering an equitable and supportive learning environment where students from all backgrounds feel valued and are encouraged to contribute their unique perspectives.

Fundamental to a student's education are the foundational knowledge and skills they acquire. Shaped by my own experiences as a student, I firmly believe that access to well-organized and thoughtfully synthesized material is essential to fostering efficient and effective learning. To support this, I regularly prepare concise summaries of course material during office hours, helping students grasp fundamental concepts more effectively and build a strong foundation for deeper understanding. Several student evaluations highlight my approach, including:

“Not only did he always kindly correct all our assignments including useful comments but also did he make the office hours another hour of learning time for us. He explained course topics we had not understood so well.”

“Fantastic TA, very knowledgeable, best I ever had! Amazing work!”

Recognizing the absence of trade field courses at Cornell, I co-organized the Cornell Urban-Spatial-Trade-Geography Reading Group over several semesters with the support of Professors Shanjun Li, Ivan Rudik, and Panle Barwick. I drafted a comprehensive syllabus covering a range of topics, presented several key papers in detail, and facilitated presentations by other students. The reading group brought together faculty and students with diverse research focuses, including transportation, urban infrastructure, and pollution, providing a collaborative platform for in-depth discussions of foundational and recent papers in international trade and economic geography.

Beyond the content conveyed, I prioritize cultivating critical thinking skills in my teaching. My own multidisciplinary undergraduate education at Yale-NUS College – Singapore's first liberal arts college – shaped this perspective. The rigorous, interdisciplinary curriculum encouraged me to approach problems from multiple perspectives, critically evaluate evidence, and engage in thoughtful discourse. As a teaching assistant for undergraduate, master's, and PhD classes over the past few years, I have strived to foster similar learning environments by emphasizing the “why” and “how” behind the evolution of fundamental knowledge, rather than presenting it as a fixed set of facts and theorems for students to memorize. Examples of student feedback that reflect my approach include:

“Super helpful for both lecture contents and research ideas.”

“You helped me quite a bit this semester and were the best TA I have had in the Economics department.”

Finally, I believe that education is fundamental in bridging barriers and fostering an environment where students from all backgrounds can excel. Through my experiences from various vantage points in the classroom, I have learned that individuals from different backgrounds often perceive the same issue in diverse ways. For instance, non-native English speakers may find intuitive explanations challenging to follow. Female and Asian students sometimes prefer one-on-one communication over speaking up in class or open office hours. Students in quantitative undergraduate majors often focus on equations and derivations, while those with social science backgrounds may better grasp concepts when they are paired with real-world explanations. Recognizing and adapting to these diverse perspectives is crucial to creating an inclusive and supportive learning environment. As a TA, I strive to be attentive to these differences. During office hours, I aim to explain the same concept in multiple ways to accommodate varied learning styles. Depending on attendance, I adjust the format to either an open classroom setting or consecutive one-on-one or small group sessions. I also make myself available for extra office hours or individual meetings, which students have expressed to be especially helpful during weeks with more traditional, classroom-style office hours. Across semesters, I tailor my explanations to the academic level of my students, whether they are undergraduate, master’s, or PhD students.

If given the opportunity to become a faculty member, I look forward to designing and teaching courses guided by these three central principles. In course design, I will strive to present fundamental knowledge in a systematic yet critical manner, encouraging students to engage deeply with the material and question underlying assumptions. In course delivery, I will incorporate various forms of class participation – ranging from in-class discussions to pre-submitted questions – and use diverse types of explanations, including conceptual, mathematical, intuitive, and visual, to accommodate varied learning styles. My ultimate goal is to ensure that all students are actively engaged, develop a deep understanding of foundational concepts in economics, and acquire critical thinking skills, regardless of their academic background.

Teaching Interests:

My teaching interests at the undergraduate and graduate levels include: **International and Spatial Economics; Urban Economics; Macroeconomics (Growth and Innovation); Empirical Innovation; Environmental and Resource Economics; Applied Microeconomics.**

In addition, having received robust training in microeconomics and econometrics, I am comfortable in teaching these topics at the undergraduate level.

Teaching Experience:

I have served as a teaching assistant for several courses, including undergraduate International Economics, undergraduate Resource Economics, master's Environmental Economics, and first-year PhD Applied Microeconomics. To address the absence of PhD field courses in international and spatial economics, I co-organized the Cornell Urban-Spatial-Trade-Geography Reading Group.