



Teaching Statement

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I believe that teaching is a strength of mine and attribute this to my pedagogical approach and my rapport with students. During my time as a graduate student at the University of California, Santa Cruz, I was the teaching assistant for various courses, ranging from introductory microeconomics to a prelim preparation class for Ph.D. students. I was awarded the Outstanding Campus-wide TA award based on student evaluations. The complete student evaluations for each course are available on my website (<http://jfan.sites.ucsc.edu/teaching/>).

Based on my teaching skills and performances, I have been appointed as the graduate student instructor for the graduate-level course “Mathematical Methods for Economic Analysis”, i.e., “Math Camp” for Master students for three years, which provides a comprehensive math foundation for new graduate students. I am willing to teach micro, macro, and econometrics courses at the introductory and intermediate levels, as well as applied methods, public, political, behavioral, and financial economics at the advanced level. I am also comfortable helping students developing their own projects.

It has been my experience that students are incredibly perceptive about when a teacher is invested in them and in the course. This investment takes various forms, from developing meaningful lessons that are consistent with the level and trajectory of the course, to providing timely responses to emails, to engaging students about their research ideas or career plans.

The greatest asset of economics teaching is that each piece of knowledge is based on some clear intuition. Each time when I teach, whether it be the Lagrange method in constrained optimization theory or Cournot and Bertrand games in game theory, I strive to provide clear intuition along with mathematical derivations, so that students can understand complicated material in the simplest way. Students who are new to economics or to a specific branch of economics benefit from building economic sense so that they can view new problems through a familiar lens.

The second asset of economics is that it teaches both the tools and the application of those tools. These tools are not isolated but are closely related to practical implementations and knowledge from other subjects. As the teaching assistant for game theory, which is a course designed not only for economics-majors but also students from computer science and biology, I made a special effort to link economic thinking with concepts from their own disciplines. In my three-year experience as a math camp teacher, I found it crucially important to enlighten students to link abstract and theoretical knowledge to research and professional practice. Therefore, I not only teach the fundamentals of mathematics and economics but incorporate concepts from computer programming.