

TEACHING STATEMENT

YANG YU

STONY BROOK UNIVERSITY

<https://yuyangcloud.weebly.com/>

yang.yu.2@stonybrook.edu

A good teacher demonstrates the ability to adapt teaching styles and techniques in accordance with the aptitude of each cohort. In turn, no two classroom experiences are the same, neither for the students nor the instructor. In every course for which I have served as an instructor or teaching assistant I have strived to communicate efficiently with my students, and to adjust my teaching strategies based on their grasp of the subject matter and, thus, their performance.

I was fortunate to be granted an opportunity, by the Department of Economics at Stony Brook University, to serve as the lead instructor for several semesters of Intermediate Microeconomic Theory, a core undergraduate course. Each class was comprised of approximately 70 students, with diverse experiences and backgrounds. As an instructor, first and foremost, I place great value on my students' goals and needs in the classroom. A reflection of this, at the beginning of the aforementioned course, I sent questionnaires to each student to give them an opportunity to share their expectations of the course and their prerequisite knowledge for the curriculum, such as preliminary calculus and basic principles of economics. As the course progressed, I adjusted my teaching style and pace according to the difficulty of chapter content. For example, when I introduced the concept of 'utility' in consumer theory, I slowed down and provided as many examples as I could to help students understand how this abstract concept represents consumer's preferences in real life.

With the goal of creating a productive and enriching classroom experience, I welcome feedback. At the end of a course, I read students' evaluations and make plans for potential improvement of the course. As an example of this, I have tried three different textbooks throughout different semesters in order to find what is most suitable for students, striving to strike a strong balance between mathematical complexity and depth of economic theories. The rich experience I have gathered from teaching, and the active application of improvements I have made based on those experiences, has led to tremendous growth of my teaching skills. These accomplishments were recognized when I was honored as the 2020 recipient of the William Dawes Outstanding Teaching Award in the Department of Economics.

Besides serving as a sole instructor, I also have the experience of being teaching assistant for several courses. This includes a series of core graduate courses, such as Advanced

Microeconomic Theory, and undergraduate courses, including Econometrics and Mathematical Statistics. In addition, I have received the certificate of online teaching from Stony Brook University's Office of the Provost and have instructed three summer courses online. For these online courses, I placed great priority on instructor accessibility and communication tools. One of the tools I implemented to achieve this was 'Discussion Forums'; this platform enabled efficient and direct communication, both with instructor and peers, proving to be a helpful tool for group study support.

Based on my teaching experience and field of research, I am eager and able to teach undergraduate courses such as Intermediate Microeconomics, Game Theory and Industrial Organization. I am also able to teach any standard first year Microeconomics curriculum at the M.A. and Ph.D. level, as well as more topic-oriented courses for advanced students, such as Information Economics, Mechanism Design and Game Theory. Ultimately, I am willing to teach courses in any other field, if needed, as I genuinely enjoy engaging a classroom and sharing my passion for the many dimensions of Economics.