

Teaching Statement

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My ultimate goal in teaching is to spread knowledge and provide a foundation for the creation of new knowledge. My teaching philosophy centers around two core principles:

- Cultivating comprehensive and integrated understandings
- Promoting active student participation and engagement

Guided by this philosophy, I taught Intermediate Macroeconomics as a main instructor for two semesters. My passion and teaching philosophy led to high teaching evaluations (4.51/5; 4.38/5). This valuable experience of directly designing the course allowed me to put my teaching philosophies into practice and develop them further. Building on this experience, I believe I can inspire students in my future teaching and contribute to the transmission and creation of knowledge.

Cultivating Comprehensive and Integrated Understandings

I believe that new knowledge can be created not by simply listing knowledge, but by connecting the dots of knowledge. As I studied macroeconomics in depth, I realized that it is important to understand macroeconomics models in the context of economic history and the empirical phenomena that the models are trying to explain and what their implications are. Therefore, I focused on explaining and linking the models in the economic historical context.

For example, in a lecture on the Keynesian AD-AS model, I first explained the stagflation of the 1970s in depth. I then explained why the Keynesian model we had learned before could not explain both the high inflation and high unemployment rates of that time. I then added aggregate supply part to the model to show how stagflation can be explained with the new part. In the next lecture, I showed how the collapse of the Phillips curve, which was predicted by Milton Friedman, can be explained using the Keynesian AD-AS model. This helped students to understand how each model is connected and how the new model can be used to explain the economic phenomena that is not be able to be explained by the previous model. In order for the students not to lose the flow, I always started each class by explaining in detail how what we were learning connected to what we'd learned before. At the conclusion of each session, I addressed model limitations while summarizing key takeaways.

Understanding economic models in their historical context can be challenging for students, as it requires a high level of understanding. To ensure the success of all students, I invested significant effort into crafting problems and lecture materials that were tightly linked. These problems were structured to start from fundamental concepts and progressively guide students through each part of the model, fostering an understanding of the underlying assumptions. This endeavor was validated by achieving the highest rating (5/5)

for the median response to the teaching evaluation question: "I learned a lot from this course."

Promoting Active Student Participation and Engagement

Learning is ultimately a process that happens within students, so I believe that it is essential to encourage students to be actively involved in their learning. To cultivate active learning and enhance student engagement, I incorporated problem-solving activities into every class session. I allocated time for students to contemplate and solve these problems, encouraging more participation by giving extra credits. In addition to participating in problem solving, students were also awarded extra credit for answering about 5 questions to check understanding during lecture. Additionally, I encouraged all students to respond to the questions during class. This approach resulted in increased student engagement and interaction within the classroom, enabling me to identify areas where students faced challenges and provide additional explanations when needed

I also made a great effort to maintain a high level of instruction while ensuring all students could keep up with the class. During my second teaching stint, I identified that some students with weaker math backgrounds were encountering difficulties with assignments. To assist these students, I invited these students to my office hours to work through the assignments together, helping them to understand both the contextual and problem-specific aspects. As a result, all students successfully completed the course, even in the face of its challenging content.

My commitment to teaching has also been successful in stimulating students' intellectual curiosity, which is the basis for new knowledge. Some students even continued to discuss with me how macroeconomic models explain reality after class. For example, following a lecture on the Keynesian AD-AS model, one student initiated a conversation regarding the new stagflation driven by the Russia-Ukraine conflict and its impact on oil prices. Another student, following a lesson on the Mundell-Fleming model and the United States' trade deficit, showed great interest and had a long conversation in a political context

Looking forward, I am excited about the prospect of teaching PhD-level macroeconomics and various undergraduate courses, including intermediate macroeconomics, monetary economics, and econometrics. I am well-prepared and eager to contribute to the education of students at both the undergraduate and graduate levels in a variety of subjects.