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## Teaching Statement

My philosophy of teaching is to help students build long-lasting and self-sustaining motivation. Over many years of learning and teaching in economics, I have realized that staying motivated is one essential component of achieving success. Students from my class are expected to not only learn economic content and econometric skills, but also build confidence through accomplishing their progressive goals set in the class. A variety of teaching methods I have used to engage and motivate students include, but not limited to, creating problem-oriented project studies where research problems can be selected by students themselves, highlighting the professional relevance of quantitative skills and establishing real-world connections. As I perfect my teaching techniques, I have been increasingly passionate about sharing my knowledge with students and facilitating their abilities to solve interesting economic/econometric issues.

My role as a teacher is not just to deliver knowledge to students. My teaching is also designed to help students explore their abilities to learn and eventually stay self-motivated. In the beginning of each semester, I articulate course outlines and goals, giving students a clear roadmap from which they can set up their study goals and see the value of the course. An old Chinese saying that keeps me inspired is “give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime”. Particularly, when teaching econometrics, I encourage critical thinking in the classroom, which enables students to build connections between econometric theory and real-world economic problems. If students can see how econometric methods are able to get them more insights into economic issues and provide possible solutions, they will be more likely to be motivated. One example is when I taught regression analysis in an undergraduate statistics course, students were assigned a project of finding relevant economic factors in influencing the local housing prices. Amazed by how regressions can be used to explore relations between economic variables, students were motivated to invest time and effort to build a bridge connecting the boom-bust cycle observed in the housing market and its underlying economic rationale.

In addition, to effectively communicate with students, I get to know each student, help them set up their individual study goals and establish a healthy relationship by providing them professional advice and assistance. One of the highlights of my teaching career was working as a Teaching Assistant for a core Ph.D. course in Econometrics. I was responsible for preparing and giving lectures once a week, making programming homework assignments, grading homework and quizzes, holding office hours and review sessions. After recognizing that teaching a graduate-level class requires much more attention to individual students' interests and progress, I learned to monitor students' study progress and plan my instruction in a way that can allow each student to improve on their own level. I also voluntarily

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provided extra tutoring for students who had relatively weak backgrounds in statistics or mathematics. In return, students were more willing to communicate and give feedback. At the end of that academic year, I had seen all Ph.D. students from my class pass their Econometrics qualifying exam.

I am passionate about teaching a variety of econometrics courses at all levels. During my graduate studies in the Department of Statistics and the Department of Economics, I have received broad training in econometrics and statistics, including time series analysis, computational statistics, Bayesian statistics, multivariate analysis, and spatial econometrics. My research also involves an extensive study in areas such as financial time series, quantile regressions, and statistical inference. My diversified study and research experiences have not only broadened my academic horizons but also enhanced my ability to teach.

As my CV illustrates, my teaching experience ranges broadly from principles of economics for undergraduate students to advanced core course for Ph.D. students. I am capable of teaching econometrics at all levels. For students who are interested in recent development of econometrics, such as time series, financial econometrics, high-dimensional analysis, I am confident that I will be able to provide them the graduate-level courses. Empirical finance and macroeconometrics can also be taught given suitable preparation.

I believe learning is a lifetime journey to make a person understand the world better and know herself better. I also believe that everyone should have an equal opportunity to higher education, and that every student has boundless abilities to learn and to study. As a teacher, I have the responsibility to embody the spirit of equality, along with helping students realize their potential and take pride in their accomplishment.