

# Teaching Statement

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My teaching is inextricably intertwined with my interests in research, since I feel that teaching and research complement one another. While being strongly committed to research and often being thrilled by the research process of identifying and solving economic puzzles, I enjoy transmitting this excitement to students. I believe that continuous interaction with students could not only foster interest and understanding for the students, but also make my research more proactive and productive. My overarching goal for any course that I teach is to instill an appreciation of the importance of scientific thinking and inspire students to take their scientific thinking skills beyond the classroom to tackle real-world problems. To achieve this goal, I particularly focus on establishing the following three aspects for my teaching: 1) lectures that foster intuitive understanding and critical thinking, 2) assessments that promote independent work, and 3) an open learning environment that involves questioning and collaboration. Teaching inspires me to search for new connections between relevant world examples and a theoretical field that I enjoy. It is a pleasure to share this experience with students, and I look forward to honing my techniques for teaching, challenging, and supporting future students as they develop their appreciation for economics or related fields in the world that surrounds them.

I worked as a teaching assistant for Microeconomic Principles at the University of Illinois at Urbana-Champaign (UIUC) for three semesters. Many of my students were college freshmen who enter the classroom not knowing what to expect from economics. Since my research interests are related to urban and real estate economics, I have taken advantage of this endeavor by finding a way to relate my teaching materials to their daily life and policy-oriented applications. For example, when the law of supply and demand was introduced, we discussed how the principle determines housing prices and how supply-demand imbalance led to the housing market crash, followed by the financial crisis in 2008. I have also enjoyed being able to draw on examples from my own work to use in the classroom. In order to help the students to have adequate or well-formed background knowledge, each of my classes starts with a short review of the key points from the previous class and ends with practice questions over the day's work and preview of the topics for

the next class. This approach not only allows me to determine how well the material has been learned and whether there is a need for additional instruction, but also helps my students have a firm grasp of the skills and concepts. My teaching style has been well received by the students, and the following are a sample of their comments on my performance: “She is effective in delivering course;” “I learned the basic concepts thoroughly;” “Nice worksheets;” “She is excellent;” “Well prepared;” “She is very helpful and always there for students;” “Great at answering questions;” “Very nice and helpful; attentive.”

I have a strong background in applied econometrics, in general, and urban and real estate economics, in particular. Therefore, I would be particularly excited to teach undergraduate and graduate courses in these fields. My ideal graduate course would cover the theoretical foundations of urban and real estate economics and deliver data analysis skills to implement them econometrically. I am, however, willing and able to teach in fields outside my research area as needed. My teaching experience and research background would enable me to teach any course in microeconomics, basic statistics, econometrics, quantitative methods, or related fields for both undergraduate and graduate levels.