

# Teaching Philosophy

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During my past four years of Ph.D. study, I have served as a teaching assistant for a variety of undergraduate and graduate courses. Through these courses I have gained extensive teaching experience among many different fields, and established my own teaching philosophy and teaching style.

The fundamental of my teaching philosophy is to instill in my students the love for economics, and to equip them with economic tools for problems in the real world. More specifically, I try to prepare students to become effective and critical economists, regardless of whether they will continue their studies and conduct economic research, or work in private or public sectors. How do I achieve this goal? I simply try to be a good teacher.

A good teacher is passionate on his subject and his teaching. The charismatic feature of economics is its ability to analyze the real world problem with simple framework. Thus, I begin in each course with an overview of the course subjects, and then provide examples of personal career, academic research and policy works that related to the course material. Showing the importance of the course not only makes it become more promising and attractive, but also becomes the vehicle to convey my passion to students.

A good teacher is always well-prepared. He treats students as consumers of knowledge, he can articulate his idea in a clear and organized way, and he is responsive to students' questions and needs. Thus, I spend much of time in course construction, homework design and project description, to reduce the communication cost between me and students. For example, many students think economics is hard because of these new terminologies. My strategy is to relate these terms to their personal life and the real world. For example, currently I am teaching International Macroeconomics. I find that students have difficulty in understanding "current account as a mean of financing domestic investment". But once I told them the nature of current account for a nation is exactly the same as the credit card for a person, because countries can borrow from international market as people can borrow from banks. Students soon grasp the idea of current account and start to use this term.

A good teacher always simplifies complex concepts, and stimulates discussion. I believe showing the right answer is never as effective as guiding students to find the answer by themselves. Thus, I encourage questions and answers in class, as well as group discussions and comment to each other. For example, when we introduce the “Law of one price” (LOOP) in the International Macroeconomics, I asked students to give examples. Students come out examples such as iPod, iPad and crazy birds, rather than the classic “Big Mac” in the textbook. These extraordinary examples generate heated discussions about what are the intuitions behind the LOOP.

A good teacher is always willing to improve himself in teaching. My teaching interests include International trade, International Macroeconomics, Mathematics for Economists at all levels, and Money, Banking, and Financial Markets, Microeconomics, Macroeconomics, and the Chinese Economy at undergraduate level. I look forward to continuing to develop my teaching philosophy and improve my teaching over the course of my career.