TEACHING STATEMENT

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At Rutgers University, I have taught three different courses during 2012-2015: Introduction to Microeconomics (4 classes), Intermediate Macroeconomics (5 classes), Intermediate Microeconomics (1 class). During the same period of time, I have been a teaching assistant for Tomas Sjöström in the advanced courses of Game Theory and Economics (4 classes) and Behavioral and Experimental Economics (1 class). My teaching philosophy is to lay out course materials as intuitively as I can, and to have students easily grasp the essence of the course materials. To do that, I organize my own lecture notes rather than using the lecture notes provided by the publisher of the textbook. By doing that, I can prepare a well-organized course, which is essential for effective teaching and learning. The Department of Economics has recognized my teaching accomplishments with the Sidney I. Simon Teaching Award for outstanding teaching by a graduate student in 2015.

I believe that the most common type of problems for the students to follow the course is that they often “can’t see the forest for the trees.” Hence, at the very beginning of a course, I try to describe “the forest” for the students to grasp the main object of the course. For example, in Intermediate Microeconomics, the very first thing I do is to draw the circular flow of a market economy. Then I remind the students what they have learned about each part of a market economy in the Introduction course and then briefly show how they will be extended in the Intermediate course. Whenever I start and finish each part of the course, I let the students return to the beginning of the lecture notes and check where they are. By doing that, students can see where they are in “the forest.” In Intermediate Macroeconomics, I start the course by discussing Adam Smith, who is considered as the father of the modern economics, and then briefly explain the classical theory and the economic growth theory. Then I briefly introduce the Keynesian theory while I explain a little bit of economic history.

Most students positively responded to my teaching style. Some of the students’ responses are as follows:

“I like how he taught the class and the instruction was very fluid. He is also very willing to help people.”

“Professor Park is very organized and therefore nothing is ever too confusing in class to understand. It is a complex subject, therefore I appreciate how organized he is in presenting the material.”

“A TA who does not just read off of power point slides but wrote his own notes before class and then again on the board. An international student who understand American University is different than where he is from. Who understands how to answer questions and how to talk to students. Who understands that a low average on an exam and stressing students and then curving at the end is not productive. A teacher who gives homework that is a perfect parallel to the exam, no tricks!”
“Game theory is extremely interesting. I like the real-world applications from class.”

Copies of the most recent syllabus for each course and full teaching evaluations are available at http://econweb.rutgers.edu/ypark/.

I am willing to teach more advanced courses related to my research fields such as game theory, industrial organization, public economics, and environmental economics at both undergraduate and graduate levels. For public economics and environmental economics, I would use *Public Finance* by Rosen and Gayer as the textbook. It provides a detailed understanding of public economics for both the undergraduate and graduate levels. I would use *Games of Strategy* by Dixit et al. and *The Theory of Industrial Organization* by Tirole as the textbooks for game theory and industrial organization. *Games of Strategy* by Dixit et al. provides an intuitive understanding of game theory for the undergraduate level. For the graduate level, I would use more advanced textbooks such as *Microeconomic Theory* by Mas-Colell et al. and *Game Theory* by Fudenberg and Tirole. In my experience of being a teaching assistant for the advanced courses of *Game Theory and Economics* and *Behavioral and Experimental Economics*, the students often find it difficult to grasp the concept of a Nash equilibrium. To help them easily understand the essence of game theory, I will use real-world examples of a Nash equilibrium. For example, I may actually play a guessing game, where each student has to guess a target number, to have the students understand how a Nash equilibrium can be applied to a real-world example.

I believe that I can keep my teaching philosophy even in an advanced course at the graduate level. I will lay out the course materials as intuitively as I can; and I will have the students easily grasp the essence of the course materials while I will be more rigorous to explain the methodology and mathematics.