Teaching Statement
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As an instructor at Rutgers University, I have taught two different courses: Introduction to Macroeconomics and Intermediate Macroeconomics.

As an instructor, my primary objective is always to trigger the students' interest in the subject so that they can understand the important role that economics will play in their own lives. Therefore, I try to connect the course materials with economic problems of real life importance. For example, our personal experiences with the Great Recession and recovery provide compelling examples of economics that apply to everyone.

For both courses, I cite many speeches made by the board of governors and the presidents of the regional Federal Reserve Banks. The students enjoy these because the speeches are not technical but very intuitive. In addition, I often assign group-work during the lecture and have students discuss a specific macroeconomic problem and the present their opinions afterward. This motivates students to get involved with the class material. In addition, I give out reading assignments regarding hotly-debated issues such as minimum wages, inequality, and unconventional monetary policy. My students are asked to express their opinion regarding their assigned material that include the Fed’s Economic Letters, news articles, and related video clips. Many students have told me that the reading assignments were very interesting and helpful in understanding current economic issues. I also introduce various economists’ blogs so that students can understand various points of view on the same economic issues.

I also tailor my lectures to fit the background of the class. In my intermediate macroeconomics course, I conducted a survey of their education backgrounds and interests at the beginning of the class. I realized most students were majoring economics and wanted a job in the financial sector. Accordingly, I provide supplementary material, such as mathematical notes on the Cobb-Douglas function and the first order Taylor expansion, whenever I felt that the textbook explanations were not sufficient. In addition, I start the lectures by describing where we are so that they understand the specific topic within the broader picture of the overall course material.

During class, I strive to maintain two-way communication with the students as much as possible. When I taught Introduction to Macroeconomics, I noticed early on that only a small fraction of the students were answering my questions and I kept unconsciously watching only them. This might have discouraged other students from participating in class discussions. Accordingly, I intentionally asked questions to various students and helped them answer when they did not have confidence in their own opinions. I taught relatively small classes of about 70 students. This allowed me to communicate actively with students. I strived to
remember all the students’ names, and although this might not be possible in a much bigger class, my philosophy will not change.

I design my exams so that I can evaluate students’ understanding appropriately. In other words, I devote extra effort to construct clearly formulated exam questions in order to minimize the likelihood a student will choose a wrong answer because of the wording. I mainly give open-ended questions using hypothetical scenarios so that I can determine whether students really understand the material enough to apply it to a certain situation. For example, I asked to show graphically what would happen to equilibrium exchange rate and output if California state government (which has fixed exchange rate regime) increase government spending when it suffers from a recession. I then asked whether fiscal policy is more effective than monetary policy to stimulate employment.

I encourage my students to come to my office with email notice in advance if they are not able to come during office hours, which helps to communicate with the students in a timely manner. I also have developed confidence by implementing various schemes depending on class-size and students’ interest. In addition, as my research interests are on Central Banking and Applied Macroeconometrics, I would be happy to teach other courses such as Money and Banking and Econometrics. I look forward to teach assigned courses with my teaching experience and communication skill.