

## **Teaching Statement**

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As a teaching assistant of introductory economic courses, I often stand on the students' position to consider what is the best way to help the students to stretch and broaden their understanding of economic concepts. My teaching philosophy and methodology can be summed up in terms of three major commitments. I believe students learn best when they: (1) review what has been learned in order to learn something new; (2) develop a capacity for self-direction, to introspect and draw up correcting measures when they encounter difficulties; (3) play an active role through a process of intellectual dialogue among students themselves and try to state their own opinions upon a certain question.

I consider the first point as the most fundamental way of learning, no matter whether the student is at an introductory level or at a higher level of education. In our school, a teaching assistant usually gives tutorial classes after the students have attended the lecture in an amphitheatre. Each time I give tutorial class, I begin by reviewing what the students should keep in mind after the lecture during that week. It includes basic concepts, important theorem and necessary technical skills. Later on, in the process of solving the problem set, I often refer to the concepts that we have reviewed together at the beginning of the tutorial. The way of working back and forth between the theory and applications reinforces the students' understanding of the course.

I invite my students to participate in the process of solving the problem set and explain themselves to their classmates. Among the challenges that I have faced in the classroom, one stands out: the students who come to the blackboard get lost in their way of solving the problem, have no idea what to do next and get embarrassed because their classmates begin to discuss among themselves. In this situation, I first confirm with that student that she/he did a good job for what she/he has done at the beginning. Then, I guide her/him to ask herself/himself "why I didn't get the correct result from the correct starting point", "what is missing on the way", "whether it is just a mistake on the calculation". If the student still gets lost, I ask her/him to invite one of her/his classmates to help her/him on the blackboard. During their self-direction and introspection, I give hints from time to time to help them get over the difficulties.

Moreover, before starting a new exercise, I often ask my students to express their opinions on what is the objective of this exercise, which underline concepts or theorem are needed, and what kind of methodology they anticipate to use. After one has stated her/his point of view, I often ask another student to comment on her/his opinion. By participating in the class and discussing with their classmates, students are rewarded by the bonus on their academic grade. But as a matter of fact, I realize that students become more active when they try to convince their classmates that their own opinion is more reasonable and more effective.

My research helps me to understand better what is the best way of learning for a student. Indeed, the first point of my teaching philosophy just comes from my research experience. Everytime my co-author and me we discuss our working papers, we start from the very beginning (e.g., the basic set-up, the hypothesis). Sometimes we find problems that we did not realized before and we often capture other ideas during our revision. The experience provides evidence to myself of the best teaching strategy. Moreover, my research allows me to provide a broader view to my students on the dynamism of different disciplines in economics.

Finally, I am prepared to offer a wide range of courses including Microeconomics, Public economics, Health economics, Industrial Organization, International economics, intermediate Macroeconomics.