

Teaching Statement

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I view teaching as a unique and valuable opportunity to invest in the next generation of economists. It is a chance not only to explain models and equations but also to ignite the kind of understanding that lasts beyond the classroom. My teaching philosophy is built on three core principles: (1) providing students with the tools and clarity they need to succeed, (2) fostering active engagement and adapting to their needs, and (3) creating a supportive and inclusive learning environment. As a graduate student, I have taught in diverse settings, including traditional in-person classes, online courses, and MBA programs. These teaching experiences have shaped the three principles guiding my teaching approach.

First, I prioritize clarity and structure in my teaching to ensure all students can understand and develop an interest in economics. Economics involves complex models and mathematical concepts, which can initially be challenging, especially for students from diverse academic backgrounds. To bridge this gap, I always begin by providing intuitive real-world examples. For instance, when discussing consumer choice theory, I illustrate decisions students make daily, such as choosing coffee or tea, before moving to formal budget constraints and indifference curves. I also emphasize connections across topics, such as showing how firm profit maximization mirrors consumer utility maximization. Students have found this helpful, noting: “The TA clearly had a good grasp of the concepts,” and “She was able to explain all the details very well and relate it to the real world.”

I also ensure students have the necessary tools to succeed. I provide detailed handouts summarizing key concepts and practice exercises, breaking down complex problems step-by-step. I complement these with handwritten explanations on the board to clarify difficult points. Students wrote in their evaluations: “The materials are effec-

tive” and “The TA was always prepared and made sure that everyone got the material they needed.”

Second, I engage my students in the classroom and aim to foster their motivation to learn. I encourage them to ask questions and facilitate group discussions to promote interaction. In online classes, I use breakout rooms to enable virtual discussions and encourage students to feel comfortable asking questions using Zoom’s “raise hand” feature. Checking for understanding regularly allows me to adjust my teaching in real-time and offer additional explanations or examples as needed. Students often mention that my teaching style helps them feel comfortable participating and asking questions. They noted that I am “really patient and willing to answer questions with details,” and “nice and welcoming to student questions.”

Finally, I strive to create a supportive and inclusive classroom. Students are individuals with unique backgrounds, strengths, and challenges. To build an environment where students feel valued, I learn their names quickly and make sure they know my office hours are open for questions and additional support. If a student asks a question that I cannot immediately answer, I follow up promptly via email with a thorough explanation. Beyond class content, I am always willing to assist students with questions related to broader academic interests or future goals. Students noted: “She tries to help answer individual questions,” and “Provided extra materials that helped me understand the coursework.”

In summary, I aim to provide clear guidance, foster meaningful engagement, and create an inclusive classroom where every student can succeed. I view teaching not only as the transmission of knowledge but also as an opportunity to inspire curiosity and confidence in economics. These principles guide me as I prepare to contribute as an independent instructor.