

TEACHING STATEMENT

HANNAH BAE, UC SAN DIEGO

Teaching has been my passion, stemming from my volunteer experience in 2013. During the summer of my freshman year of college, I volunteered to introduce fundamental economics concepts to elementary students in Korea. During my time in graduate school, I have improved my skills as a teacher through direct experience and enrolling in pedagogy training. In particular, I served as the instructor of record for Econ 120A: Econometrics and served as a teaching assistant for Public Economics, Econometrics A/C, Economics of Education, Human Resources, and Financial Markets. These courses cover several different topics and difficulty levels, giving me a wide range of experiences. In addition, in order to enhance my understanding of the best practices in pedagogy, I enrolled in a course offered by the UC San Diego Teaching and Learning Commons entitled "Introduction to College Teaching." In this course, I engaged in discussions and received valuable feedback on teaching methods from fellow graduate students across various departments. This experience allowed me to refine my teaching strategies with the aim of fostering a dynamic and inclusive classroom environment.

My teaching philosophy focuses on the following two essential principles.

1) Spirit and attitude of inclusivity: Recognizing that some students have different communication needs or have varying levels of math proficiency, I make an effort to address these differences and foster an effective and inclusive learning environment. For example, I encourage students to reach out to me via email or attend my office hours, which I schedule to immediately follow both my lectures and TA sessions. As a result, many of my students have noted in their course-end evaluations that I am approachable and readily available for assistance.

2) Effective pedagogical practices: I have often encountered students during office hours who struggle with numerical problems. Instead of simply providing answers, my approach is to ask questions to assess their comprehension of the necessary concepts, discuss examples, collaboratively walk through each step of the question, and provide additional related questions for self-assessment. For students looking to tackle more challenging material, I recommend additional resources and avenues for exploring advanced topics. This support includes guidance on using statistical analysis packages, such as R and Python, and facilitating access to economics handbook video chapters offered across the department.

My investment in my teaching skills enabled me to adapt effectively to the unexpected changes that arose during the COVID-19 pandemic. During this time, the transition to remote learning decreased engagement and performance among students. To address these issues, I implemented a range of strategies. First, I shared lecture slides ahead of classes and discussion sections. This approach allowed students to concentrate on lectures without worrying about missing material, to take notes as needed, and to review the content at their convenience. Second, I structured my teaching materials to include both numerical and written examples, allowing students to thoroughly assess their comprehension of the concepts. As a result, many students expressed in their evaluations that they greatly benefited from my notes and clear guidelines, which enhanced their remote learning experience.

Given my extensive teaching experience, as well as my research expertise, I am prepared to teach a wide variety of courses at both the undergraduate and graduate levels. For undergraduates, I can teach any course offered by the economics department. I am particularly well-prepared to teach microeconomics as well as electives in public economics or health economics. At the graduate level, I would be excited to design and teach courses in public economics and health economics in which we cover recent research on the causal effects of government policies in healthcare markets, for example.

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To provide insight into my teaching skills, I have pasted below a selection of comments from my prior students.

1) Master's level/undergraduate courses in Public Economics

- *Hannah is a very sweet instructor. She came to discussion sections prepared with a great examples and always paused to ask if we had questions. I felt comfortable raising my hand to ask for help, and I never felt judged for my questions. She has a calming presence and is a very helpful instructor!*
- *Hannah is a stellar TA who always went through the problems carefully and deliberately to build our intuition. Any undergraduate would be thrilled to have her as a TA.*
- *Bae has been extremely supportive and delivered helpful review sessions during the quarter*
- *Hannah is a great instructor when leading discussions. She explains the problems well and she is very helpful during office hours when I had clarifying questions.*
- *Hannah was very approachable and loved the content that she was teaching. I liked that she was able to explain the information really fast and clear for the review sessions.*
- *Hannah was a very good TA - she always came prepared to discussion sections with slides and practice problems. I appreciated that she took the time to go over the algebra with us.*
- *Very good teacher; super helpful in discussion section; promotes asking questions but keeps the class going forward*
- *She was very engaging in section and encouraged participation*
- *Hannah routinely did the best job explaining the material and walking through the math underlying class concepts.*
- *Well prepared and clear instruction*
- *Good at explaining concepts. Organized.*
- *Helpful review sessions every week.*
- *She was really helpful and supportive when I have issue with my homework*

2) Undergraduate Econometrics

- *Professor Bae did an excellent job at instructing this course. She is well versed in the material and demonstrated clear and precise attention to the material.*
- *The professor provided clear direction for the class. Good class overall.*
- *Good professor who was very understandable.*
- *Hannah is an extremely wonderful TA. She takes the time to explain concepts deeply and never brushes off a question. If I didn't understand a concept the first time, she would repeat it in different ways and help me understand. One of the best TA's I've had.*
- *Hannah was awesome at reaching out to students needs all the time. Her office hours concisely answered my questions and were easy to access because she used her iPad as a whiteboard. The material in discussion section greatly enhanced my understanding of the class.*
- *Hannah is totally amazing. I love how she added to the logical part of 120C and used her own way to organize and explain the concepts. She shows concerns for students' learning, and she is always patient to answer stupid questions we have from the prerequisite courses. This class wouldn't have been so satisfying for me without her.*
- *The discussion session hold by this TA was really helpful and the slides were very clear.*

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TABLE 1: Summary of Students' Evaluation

	Average response rate (%)	% of Students recommend
Public Economics		
Master's level course (GPCO 404)	26.8	97.2
Undergraduate course (ECON 151)	8.5	100
Econometrics		
Undergraduate course (ECON 120A)	22.5	86.9
Undergraduate course (ECON 120C)	5.3	100
Human Resources (ECON 136)	3.6	100
Economics of Education (ECON 147)	3.0	100
Financial Markets (ECON 173A)	7.1	83.3