Teaching Statement

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**Teaching Philosophy**

My education at George Washington University and the University of Oxford provided me with exceptional possibilities to develop my teaching philosophy. During my PhD studies, I taught Development Economics for one semester and a math camp for entering Ph.D. students for two years. I have also acted as a teaching assistant for an introductory course in microeconomics, macroeconomics, and econometrics, presiding over three weekly discussion courses for economics concepts. Additionally, I have served as a teaching assistant for Advanced Macroeconomics 1,2 (Ph.D. core), l leading 90 minutes discussion every week.  At Oxford, I am one of the main lecturers for the MSc in Economic Development programme.  I taught courses in International Trade Theory, Trade & Development, and Quantitative Method (Topics: Instrumental Variable, Panel Data, Dynamic Panel Data, Non-Parametrics, Machine Learning).  In addition, I led a weekly tutoring session for my supervisees throughout academic terms and supervised five master's students annually.

Through my extensive classroom teaching experience, I was able to develop the skill to convey material in the effective manner. In all the classes I taught, I had a mixed group of students in their level of understanding economics; some students have difficulties in grasping basic concepts, and others already have some backgrounds in economics. To maximize my class time to help mixed group of students, I try to achieve two main goals in each class: (1) to make complicated materials accessible by expounding fundamental intuition behind instead of focusing on the mathematical detail and (2) to challenge students to critically assess materials they are already familiar with.

Many students are intimidated by myriad of economic theories that are hard to grasp. I believe that it is instructor’s role to cultivate intuitive understanding in the minds of students. So as to achieve this purpose, I myself strive to understand the concept in the most fundamental way---over the years, I found out that as my understanding of the concept gets deeper, I was able to express economic theories in the intuitive common language without using economic jargons, and relate those with everyday life example. So, instead of solving out problem sets in the mechanical way, I focus on expounding the basic concept during the class. I believe the quality of teaching critically hinges on it.

Some students who have studied economics before have a tendency to take economics theory for granted without critical assessment. I often challenge them to appreciate or ponder what they think they already know. For example, when I teach the supply and demand curve and market price, I introduce historical debate on the meaning of price---whether price represents utility or cost---and Marshal’s contribution to synthesize these two strands of economic thought into the supply and demand curve model. In this way, I challenge students to appreciate the tremendous insight behind the simple supply and demand curve, and help them to appreciate simple economic model. By keeping these two goals---simplifying the difficult concept and expounding the basic concept--- in every class I taught, I found out that students are engaged into the subject, and start to reason with themselves about the materials even outside of the class.

In terms of thesis supervision, my goal is to establish a partnership with each supervisee that will be advantageous to both parties. In order to establish that mutually beneficial relationship, I have developed a specific guideline for students that not only helps students but also enables me to (i) protect my time and (ii) expand my research idea so that supervision can be a rewarding experience for my own learning and research. I make my expectation from students as clearly as possible at the early stage. For instance, I usually require students who write their dissertations under my supervision to select a topic related to my research agenda. Providing my research statement to students has been effective in communication.    If a student's research topic is only marginally related to my own, I encourage them to find another advisor or change their research topics. Once I have connected the thesis topic of the students with my research area, I ask them to select the top one or two relevant sources and carefully write a research proposal that includes motivation, a research question, and a plan to answer their proposed research questions. After carefully reviewing the key reference and thesis proposal, I provide feedback on the research question or recommendations for model selection or estimation approach. After receiving my input, I convene a meeting among my supervisees at which they present their study idea and receive feedback from their peers. Early on, I give students a deadline for the initial draft with a reminder of my time constraint. This explicit instruction has helped both me and my students over the last two years because it has allowed me to learn from their theses and give them the needed support. Among the ten students I supervised, seven achieved a distinction (one received the best thesis of the year), two received merit, and one received a pass. Additionally, two students became my co-authors.

Overall, my teaching and supervision experience has been rewarding in my academic life. I am passionate to pursue an excellence in my teaching, and do not fail to dedicate chunk of my time in this endeavor. At the end of this endeavor, I desire to find out myself to be a great teacher and a mentor to the students, and to see students grow in their knowledge.

**Teaching Interest**

I can teach courses in Principles of Economics, Intermediate Microeconomics and Macroeconomics, Econometrics and Applied Econometrics. For field courses, I can teach Labor Economics, Growth & Development Economics and International Trade.

**Potential Courses**

Econometrics (Undergraduate and Graduate Level)

Macroeconomics (Undergraduate and Graduate Level)

Microeconomics (Undergraduate Level)

International Trade (Undergraduate and Graduate Level)

Development Economics (Undergraduate and Graduate Level)

Economics of Growth (Undergraduate and Graduate Level)