During my Ph.D. at UBC, I served as a teaching assistant for various classes. Based on my experience, teaching also gives us pleasure and benefit when we share our knowledge with others. The courses include an introduction to Microeconomics and Macroeconomics, empirical research, the introduction to international trade, introduction to international finance and graduate-level applied econometrics. My duties include leading tutorial sessions, solving problems sets, grading and holding office hours. During my service as a teaching assistant, I've always tried to make students feel equal and engaged.

When I teach a course, I often imagine I am learning the material for the first time. By exploring the ideas over again, I receive the benefit of new insight, and thus I can share the knowledge from the perspective of a new learner instead of an expert. To put me in a student's shoes, I set time to learn their responses towards certain course materials and manage to comprehend why they think alternatively. Especially when I teach fundamental courses such as introduction to Microeconomics, one of the introductory courses of economics, I remind myself that students need time to acquire the set of mind. Practice makes perfect, so after going over fundamental theories in the textbook, I always supply students with more practise questions from past exams, alternative books and other related courses. I find students feel engaged when I go over the solution strategy with them instead of offering the solution directly. One of the facilitating tools I use is to prepare to practise questions for each tutorial beyond the practice questions. The enforcement learning worked well. I find students are less intimidated by the exams and perform sound. When I teach the graduate-level econometrics courses, my primary duties involve grading assignments and giving feedback. The courses often involve replication of published journal articles and writing computational code. Learning to use tools, such as programming languages and related packages, is becoming a convention recently. Students who are not familiar with computational tools are often confused about setting up the environment and running over the basics. Thus I will provide tutorials on the basics functions and commands to help them get started. After teaching such courses for several years, I have now had a collection of handy codes for various programming languages such as python and Matlab to supply the students. During the grading process, I will make sure the code will compile and generate the desired results and provide detailed comments based on the submission. I find that students propose inspiring ideas when approaching open-end questions, such as replicating and extending ideas. As a result, I often try my best to follow their thoughts and provide my feedback. Some of their work eventually become part of their research.

With the world's recent changes, it became increasingly essential to familiarize oneself with the remote collaborative technology. I am excited to adopt the new trend and set up my teaching environment accordingly. For the 2020 Fall term and even earlier courses, I adopt remote working tools such as zoom to address students' discussions. The communication is effective. We were able to present and communicate ideas using online whiteboard tools and online collaborative environments such as overleaf and Github. The new trend opens up more possibilities to instruct because the time and location are more flexible. Another benefit of such tools is that we can organize and keep a record of materials. During my term as a teaching assistant for the Ph.D. level econometrics course, I helped to build up the Jupyter-based Syzygy platform, an interactive computing system, from the Pacific Institute of Mathematical Sciences (PIMS) earlier this year. I will be happy to explore more possibilities in the future and build up connections through all possible ways.

Learning occurs as a result of exchanging ideas: we acquire new knowledge by talking to others, reading from others and offering feedbacks, which happens at all times. When discussing with students from various backgrounds, I find it self-reflecting. I am grateful to have many excellent professors who offered me advice and guidance, who was patient enough to guide me through misunderstandings. I realize my obligation is to offer the same patience and advice to students who go through the same path as I did. I am also grateful that students are willing to share their perspectives with me, and therefore I try my best to make them feel respected and included. The discussion process goes beyond the course context and had more general problems with economic research. Some of my students will talk to me about their research and explain the preliminary ideas after the class's closure. I am thrilled to observe the students learn and form their ideas. The connection is inspiring and rewarding.