

TEACHING STATEMENT

Xinyang Wang, *Department of Economics, Yale University*

I view teaching as an interactive activity that benefits both the teachers and the students. Actually, in my case, the role of teaching and learning are switched from time to time. For instance, believing that most good questions are natural questions, I view teaching as an excellent source for finding natural questions on classical problems. In addition, I think (at least in my case) that one understands something if and only if one can explain it so clearly that others can understand. Therefore, learning from feedback, I use teaching to do self-review.

My teaching style is closely related to my belief that any new understanding must be obtained from incremental changes on old understandings. Consequently, in order to teach my students, I need to first know what they have known, and then lead them towards something new, step by step. Moreover, I view economics, and even the related mathematical methods, as a language to understand the world around us. As a result, whenever I have a chance, I tend to relate abstract ideas to concrete phenomenon in the world. I found this method is not only useful in clarifying abstract ideas, but it is also helpful in stimulating students' intellectual curiosity and enthusiasm.

I am glad that my teaching style is appreciated by the students I have worked with: almost all comments from my [teaching evaluation](#) are very positive. To mention a few:

"... He is an amazing instructor and is clearly brilliant. His sections were more helpful than the lectures, and no less rigorous."

"...Xinyang was one of the best teachers I've ever had at Yale University, period. His blog went well beyond expectations, he clarified material and connected it to the modern economics world, and his personality shone through the sections..."

"... Xinyang is hands down the best STEM TA I've had at Yale... He has a really good grip on the material and is able to explain it very clearly."

"... I will take any class that is TA'ed by Xinyang."

"... He was thorough and clear. His summary emails were a model of student-teacher communication..."

"... This course ...would not work without Xinyang..."

At Yale, I worked as teaching fellows in classes in optimization techniques, game theory, and digital design in economics. Optimization techniques is a cross-listed course for advanced undergraduate and graduate students in statistics, applied mathematics and economics. The purpose of this course is to introduce mathematical tools and numerical methods in convex optimizations. Game theory is a course for advanced undergraduate students in economics. This course is mandatory for students who double majored in both economics and mathematics. The purpose of this course is to introduce game theory from its definition to games with incomplete information, uncertainty, and the mechanism design problems. Digital design in economics is a cross-listed course for advanced

undergraduate and graduate students in economics and computer science. The topics of this course range from auctions and prices to algorithms and machine learning. Besides my teaching duties at Yale, I have served as a teaching assistant for the ordinary differential equation course at Johns Hopkins, and I have organized reading seminars for several years on stochastic analysis, control theory, optimal transport and optimizations consisting of graduate students from both economics and mathematics department.

Given my research interest and teaching experience, I would be happy to teach any course related to economic theory, including general equilibrium theory, game theory and microeconomics. If the need arises, I am also happy to help out with any other teaching responsibilities.