

Summary of Teaching Responsibility

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As a Graduate Teaching Associate (GTA), I have taught Econ 4001.01 and Econ 4400 twice as an independent instructor; taught Econ 8871 (three times) and Econ 2001.01 as a recitation leader; facilitated Econ 2002.01 as a teaching assistant chair, and Econ 2002.02 and Econ 2001.02 as a grader. I elaborate below the course description for each course I served on, and the responsibility for each role I served as. I also illustrate how I facilitated my professional growth through extracurricular teaching activities.

I. As an independent instructor

Econ 4001: Intermediate Microeconomics

I taught Econ 4001 during Spring 2015, and Spring 2017 semester.

Course Description:

In this course, we will explore the foundations of microeconomic theory, focusing on the behavior of individuals and firms, the interaction of these agents in the market, and variations of the standard model. We will also examine the effects of government policies, market power, and externalities on market efficiency.

Econ 4400: Elementary Econometrics

I taught Econ 4400 during Summer 2015, and 2016 semesters.

Course Description:

This course introduces the basic models and statistical methods used in econometrics. The emphasis is on linear regression analysis, the most fundamental and widely used tool for empirical studies in economics. The course will cover univariate and multivariate regression, hypothesis testing, and violations of the assumption of the classical linear model including omitted variables, heteroskedasticity, serial correlation, and multicollinearity. The emphasis will be on understanding the intuition behind various econometric methods, and applying them to data using statistic software, STATA. In addition, there will be brief

introductions to advanced topics including Time-Series Models, Dummy Dependent Variable Techniques, Simultaneous Equations and Panel Data.

❖ **My responsibility as an instructor includes but not limited to:**

- **Syllabus Preparation:** Create a personal syllabus outlining course description, learning objectives, course outline, grading, learning resources, extra credit assignments, and other personal class policies.
- **Lesson Plans:** Create organized guided notes and PowerPoint Lectures on all chapters.
- **Teamwork:** Create a collaborative learning environment, by designing teamwork project and building student rapport, where students feel involved and comfortable to participate.
- **Learning environment:** Create an intellectually stimulating and engaging environment by designing class activities and using interactive online platforms such as TopHat and MobLab.
- **Mentoring Research Project:** Design research project to guide students to conduct economic research independently through: 1) targeting an important and interesting research question; 2) finding and vetting sources to acquire information; 3) deploying strong analytical skills; 4) communicating research results and contribution to the literature effectively; 5) Identifying limitations of current research and future research topics.
- **Outside Classroom Support:** hold office hours weekly and by appointment to provide one-on-one support, encouragement, and enrichment; communicate extensively with students via emails. Create group appointments to further assist students in research projects and teamwork.
- **Canvas Course Website:** Maintain and update Canvas with course information, assignment, grades, and reminders of upcoming events.
- **React to Feedback:** revise courses to better meet student needs based on explicit and implicit feedback from students, peers, and outside observers.

II. As a recitation leader

Econ 8711: Advanced Microeconomics

I taught Econ 8711 during autumn 2014, 2015 and 2016 semesters.

Course Description:

Econ 8711 is the first course in the graduate core microeconomics sequence. It covers individual decision making and optimization mainly in the context of consumption and production theory. Its purpose is to prepare students for work in applied economics and for further work on economic theory. Most of the students are Ph.D. students in Economics, Business, or other Social Science.

❖ My responsibility:

- Teach practical tools such as mathematical and statistical methods needed to solve problems discussed in the lecture.
- Encourage students to connect dots of information into systems of knowledge: think about big picture and applications to real-life stories related to what they are learning.
- Assist the professor in designing lecture notes, powerpoint slides, homework, and exams.
- Provide walk-in office hour and one on one meetings by appointment to further mentor students to think in the way of economist regarding their specific level and research interest.

Econ 2001.01: Principal of Microeconomics

I taught three sections of Econ 2001.01 during Autumn 2013 semester.

Course Description:

Economics 2001.01 satisfies the General Education Curriculum (GEC) Breadth requirement in Social Science. Economics 2001 addresses the theories and methods of social scientific inquiry by studying optimal decision making by consumers and producers, and the allocation of goods and services through markets. The discussion of optimizing decisions includes discussions of cost-benefit analysis, profit maximization by firms, marginal analysis, as well as possible flaws in optimizing models. This course addresses trade-offs reflected in individual decisions and societal policymaking, looking at the impact of regulations (including price regulations, such as minimum wages; trade regulations; and regulations of monopolies) and how they impact various groups differently. It addresses the sustainability of individual and societal decisions through discussions of the environmental and resource issues of externalities, common resources, and the tragedy of the commons.

❖ My responsibility:

This course is taught by a group of GTAs. Weekly meetings among the GTAs and the course coordinator help the GTAs learn how to effectively teach a course. Like other teaching assistants, I was asked to present the same lecture notes, required the students to complete the same homework assignments, and administered the same tests as the other sections of the course. Thus, I did not possess much freedom to alter these materials. However, I did write additional lecture notes and modified the PowerPoint slides in ways that I thought would benefit the students. Additionally, I used my judgments about how to present the material in lectures and included extra lectures about game theory, experimental economics, and other

topics. I was responsible for grading homework and providing office hours; the group of GTAs shared grading responsibilities for exams. The group collaborated during our weekly meetings and learned from each other's experiences.

III. As a teaching assistant chair

Econ 2002.01: Principal of Macroeconomics

I facilitated Econ 2002.01 as a teaching assistant chair during the semester of Spring 2016.

Course Description:

This course fulfills the GEC Goals and Expected Learning Outcomes for Social Science: Organizations and Politics. Economics 2002.01 addresses the theories and methods of social scientific inquiry through discussion of supply and demand at the national level, and the measurement of national income and other macroeconomic measures, along with applications to current events. Students will discuss current events related to these measures, following the events through the course of the semester. Students will learn about the formation and durability of political, economic, and social organizing principles through discussions of the origin and structure of central banks as well as other international organizations, and fiscal and monetary policy. These topics will include discussion of various commonly accepted points of view. Students will comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy-making through discussion of fiscal and monetary policy, business cycles and the Federal Reserve Bank, including its values and objectives.

❖ My responsibility:

- Design tests to conduct GEC assessment of student improvement.
- Summarize and analyze data from the GEC assessment that reflect how well students are grasping the GEC learning objectives that Econ 2002.01 aims to meet.
- Design quizzes on the software engine, Top Hat to engage more than 700 students in interactive learnings using their mobile device.
- Take the lead on preparing a balanced, GEC-relevant exam by choosing appropriate questions from an existing question bank and being accountable for exam quality and security.
- Delegate responsibilities to other GTAs that include writing new exam questions, preparing exam key, coping with over 700 exams.
- Lead the GTA meetings to select the final mix of questions to appear on the exam.
- Identify the topics missed by most students course-wide based on item analysis results.

- Be available to cover for other GTAs in event of sickness/unavailability; I enjoy interacting with students from sections and have taught as a substitute TA on multiple occasions.
- Being available to help students during regular office hours, by appointment, and via email.

IV. As a grader

Econ 2002.02: Principal of Macroeconomics

I facilitated Econ 2002.02 as a grader during Spring 2014.

Course Description:

Economics 2002.01 satisfies the GEC Breadth requirement in Social Science. This course is an introduction to the behavioral science of economics which focuses on the aggregate behavior of households, firms and the government. Topics covered include gross domestic product, national income, economic growth, unemployment, inflation, the business cycle, fiscal policy and monetary policy, and international trade.

Econ 2001.02: Principal of Microeconomics

I facilitated Econ 2001.02 as a grader during Spring 2014.

Course Description:

Economics 2002.01 satisfies the GEC Breadth requirement in Social Science. Econ 2002.01 provides a thorough introduction to economic theory. Starting from the basic ideas of tradeoffs, opportunity cost, and the benefits of trade, we will study how the market forces of supply and demand cause prices to be what they are. We will see the sense in which market economies are efficient, and the way governments can make our economy less or more efficient. We will delve behind the supply curve to see how firms choose their production levels to maximize profits, culminating in the model of perfect competition. Time permitting, we will look at market failures such as imperfect competition (monopoly and oligopoly) and externalities

❖ My responsibility as a grader:

- grading weekly homework and quizzes, grading (parts of) midterms and final exams,
- preparing weekly quizzes,
- 2 office hours a week plus 1 by appointment.
- 2 weekly classroom meetings of 50 minutes with each class.

- Corresponding with the lecturers, providing them feedback on how students are doing, where they are strong or lacking, discussing what would be appropriate to include on the exams, keeping track of grades.

V. Extracurricular Teaching Activities:

In addition to my teaching responsibilities as a GTA, I have sought out other opportunities for professional growth. These include:

- **workshop participation:** In Winter 2015, I was selected to participate in UCAT's Course Design Institute (CDI). CDI is an intensive five-part workshop in which instructors, with hands-on guidance from UCAT staff, focus on designing or redesigning a specific course. The CDI provides me with the tools, time, and support I need as I work to build effective, student-centered courses Econ 4001 and Econ 4400. Afterward, I continued to participate in other workshops of teaching offered by UCAT and enrolled in online classes of teaching training on Coursera and Edx such as "Foundations of Teaching for learning," "Learning Ambitious Teaching and Learning" etc. Those involvements in workshops progressively enhance both my knowledge and skills of teaching.
- **volunteer teaching dance workshops:** As the president of an NPO, I host and teach dance workshops of different styles (contemporary, ballet, Asian folk dance, Jazz etc.) every Friday night in the Dance Rooms of Ohio Union for more than four years. Moreover, I was invited regularly to teach similar workshops in local elementary schools, charity banquets, nursing homes, and community centers at least once a month. Those volunteer experience exposes me to a diverse group of people, and thus help me better understand and communicate with students from different backgrounds in the classroom.