

## **Statement of Teaching Philosophy**

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I believe the fundamental goal of teaching is to foster learning. Teaching should always move beyond the simple imparting knowledge or even training of certain skills. Instead, teachers have the broad responsibility of serving as guide and mentor on an intellectual journey, opening and broadening curious minds by exposing them to new thoughts and ideas. To accomplish this purpose, I use three approaches in my teaching activities.

My first approach to economics courses is to inspire them link economic theory to the “real world” and realize the importance of learning. I teach economic concepts by making an analogy to their daily lives. For example, most of my students have no idea on how much they will pay back for their education loan and credit card debt after graduation until they sit in my class.

My second approach is to create a relaxed environment and motivate students’ participation. Instead of the “full frontal teaching” method, I prefer student-centered teaching. For example, in the econometrics course, I provide the concept for “Measurement Error” with an example first, and then ask students propose more examples about measurement error in the reality. Through students’ participation, I help them develop critical and analytical minds.

Finally, I encourage students spend a fair amount of time in smaller groups in which they not only talk and think together, but do a project together. Since the composition of economic students at Stony Brook is always highly diverse by race, age and major, it is a critical challenge to teach in a balanced way so as to keep the interests of the more advanced students while at the same time, not discouraging the less advanced students. Grouping study can cultivate collaborative authorship as well as learning motivation.

One of the most important concepts I hope to impart to students is that learning is a process that never ends. For me, I am reminded of one of Mark Twain's dictums, "Don't let schooling get in the way of education." As I continue to instruct classes, I also aim to enhance my ease and confidence in front of classrooms and audiences.