

## Teaching Statement

Jeongsoo Suh

Ph.D. Candidate in Economics, Duke University

My teaching philosophy is grounded in the belief that economics is best learned when students actively engage with both theory and empirical application. Because economics is ultimately a tool for understanding real-world behavior and policy, I design my courses to help students move fluently between abstract models, data, and interpretation. My training and teaching experiences at Duke University—as an instructor of record, head teaching assistant, and participant in the Certificate in College Teaching (CCT) program—have shaped this philosophy and will continue to guide my teaching throughout my career.

### **Discipline and courses.**

I teach in applied microeconomics and econometrics, with a focus on empirical methods and data-driven policy analysis. Courses I am prepared to teach include Econometrics, Causal Inference Methods, Labor Economics, and Health Economics. Across these courses, my goal is to equip students with the conceptual understanding and practical skills needed to evaluate evidence and answer policy-relevant questions.

### **Teaching experience.**

In Summer 2024, I served as the instructor of record for *Econometrics and Data Science*, an undergraduate core course for economics majors. The course introduces regression analysis, causal inference, and data analysis using statistical software. Designing and delivering the course gave me first-hand experience in structuring lectures, sequencing material, and calibrating the pace for a diverse group of students with varying quantitative backgrounds. I integrated real-world datasets—such as labor market, education, and health data—so that students could see how econometric tools are used in practice rather than as abstract techniques. One of the most rewarding aspects of the course was watching students gain confidence as they moved from theoretical models to coding, estimation, and interpretation.

Previously, in Fall 2022 and Spring 2023, I served as the head teaching assistant for *Statistical Foundations of Econometrics and Data Science*, a prerequisite course that covers probability theory and statistical inference. In this role, I managed a team of teaching assistants, led weekly discussion sections, and held office hours for large undergraduate classes. This experience highlighted the importance of scaffolding: students perform better in advanced econometrics when they first build a strong conceptual foundation in probability and inference. It also strengthened my ability to diagnose common misunderstandings and adapt explanations in real time.

### **Student learning and assessment.**

My approach to teaching is guided by constructivist learning principles, which emphasize that students learn most effectively when they actively build knowledge through practice and feedback. Rather than relying solely on lectures, I incorporate weekly problem sets that are assessed based on completion, coding exercises, and in-class examples that require students to apply theoretical concepts. For example, after introducing omitted variable bias, I ask students to

work through a short empirical exercise where they estimate regressions with and without relevant controls and interpret the differences.

Assessment in my courses is designed to evaluate both conceptual understanding and applied skills. I use a combination of problem sets, coding-based assignments, exams, and empirical projects. Exams emphasize reasoning and interpretation rather than memorization, while projects require students to formulate a question, analyze data, and communicate results clearly. This multi-dimensional assessment strategy allows me to identify where students struggle—whether with intuition, computation, or interpretation—and adjust instruction accordingly.

### **Teaching development and reflection.**

My pedagogical development has been further shaped by the Certificate in College Teaching (CCT) program, which combines coursework, mentored teaching, and peer observation. One of the most valuable components was the interdisciplinary teaching observation group, which included PhD students from electrical and computer engineering and statistics. Observing and being observed across disciplines sharpened my awareness of clarity, pacing, and student engagement. Through this process, I identified a core strength—explaining abstract concepts using concrete, real-world examples—and improved my questioning strategies by moving from broad checks (“Does this make sense?”) to targeted prompts (“Why does this estimator become biased when assumption X fails?”).

Looking ahead, I am committed to continuous improvement as a teacher. I plan to regularly incorporate student feedback, refine assignments based on learning outcomes, and remain engaged with evidence-based teaching practices. I view teaching as a reflective process: each course offers new insights into how students learn and how instruction can be improved.

### **Conclusion.**

Across all courses, I aim to create an inclusive and rigorous learning environment that emphasizes hands-on empirical work, clear connections between theory and data, and transferable analytical skills. Ultimately, my objective as a teacher is to empower students to think like economists—to question assumptions, analyze evidence critically, and understand how economic policies shape people’s lives.