

# Teaching Statement

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## 1 Teaching Responsibilities and Experience

During my time as a PhD student at Tilburg University, I have taught three courses as teaching assistants: Institutional Economics and Political Economy, Governance Economics, and Public Entrepreneurship and Strategy. The first one was an undergraduate intermediate economics course introducing students to topics ranging from transaction cost economics, social choices, economic development, law and economics, to international political economy. My main task is to help students develop a term paper on a topic of relevance to the course by providing comments and advises. I also helped to make and grade part of final written exams. The other two courses were taught at a Master level. In the course of Governance Economics, my main task consisted in solving weekly problem sets and discussing the solutions in class. Finally, in the course of Public Entrepreneurship and Strategy, my main task is to lead class discussion on case studies, papers, and group assignments by incorporating theoretical concepts with practical exercises.

In addition, I taught guest lectures from time to time in these courses. In the course of Institutional Economics and Political Economy, I gave a lecture on new institutional economics and focus on how institutions evolve to deal with transaction costs. In the Governance Economics, I gave a similar lecture but more focused on transaction cost economics and the nature of bureaucracy and regulation. In Public Entrepreneurship and Strategy, I gave a lecture on the knowledge perspective on public organizations and participatory tools that help to stimulate innovation in public decision making.

## 2 Teaching Philosophy

I believe in co-creation in learning and teaching as a way to increase engagement in student participation and active learning. In other words, I see learning and teaching as a collaborative and reciprocal process through which all participants have the opportunity to contribute, although not necessarily in the same ways, to curricular conceptualization and investigation. In the course of Public Entrepreneurship and Strategy, I worked with Professor Patrick Kenis to

build such teaching environment of co-creation with students. In tutorials, we assisted students to develop their own case studies of public entrepreneurship. We also experimented with a flipped classroom where students have to present core elements of an empirical study. As an interdisciplinary researcher, I value the importance of inclusive participation of students from diverse disciplinary and cultural backgrounds, so I will try to adopt the flipped classroom model in my future teaching.

Secondly, to get undergraduate students interested in economic models, I prefer giving more emphases on questions formulation and practical implications, instead of jumped straight into mathematical modeling. I usually start with an overview of why we are interested in today's topic, how economics tackles with these issues, and then how the lecture materials are relevant for that particular topic. After explaining models, I like stimulating discussion on how we can make sense of the models in the real-world phenomenon and put theories into practices. In the end, I often summarize the lecture by recapitulating the big pictures and then providing theoretical and practical questions on the models we cover.

Finally, I have a broad set of teaching interests and am more than willing to teach microeconomics and statistics courses, and more interdisciplinary courses ranging from institutional economics, public economics, political economy, and innovation.