

## Teaching Statement

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In finance, teaching and research are mutually beneficial and advance in tandem. The purpose of finance research is to instill best practices in business professionals via well-established regularities and empirically proved theories. The interaction between professors and business professionals through teaching provides academics with current issues that the business professionals care about, thereby promoting new areas of academic research.

Throughout my graduate studies, I seize every teaching opportunity I could get, and engage in students at various levels. I have carried responsibility as an instructor for financial management course at undergraduate level, which is a required course for all the students pursuing business-related undergraduate degrees. I also have assisted in MBA and comparable master level courses in both corporate finance and asset pricing, such as: Topics in Mergers and Acquisitions, Financial Derivatives and Investments. Through the interaction with professors and the students, I am familiar with the finance course design, case teaching, efficient communication and student engagement.

Throughout various teaching experiences accumulated from my roles as instructor and teaching assistant, I have developed my philosophies regarding with efficient dissemination of knowledge to the students. First of all, promoting active learning by students is a more efficient teaching method than passive lecturing. Allowing students to form group discussions in class and present their answers to questions, for example, not only stimulate their interests in the subject, but also provides valuable feedback about the effectiveness of the current pedagogical methods. Moreover, mathematics is an indispensable tool for solving the modern finance problems. However, the intuitions behind those abstract mathematic formulae help students appreciate the mathematical formulation of certain real world problems. For example, in master level investment course, I find that the first order condition in the consumption-portfolio optimization problem is less illustrating than the marginal cost-benefit analysis. The students are much better at memorizing and applying

the optimization condition once they understand the economic meanings behind it. Moreover, cases studies complement the textbooks in helping student appreciate the real world relevance of certain concepts and theorems. When presented by a case, the students are decision makers as they read through the cases and identify the challenges and problems they are faced with. Under carefully designed questions, they probe the questions and eventually find the solution. Through this “learning-by-doing” process, they appreciate the real world relevance of some rather abstract concepts in textbooks. Meanwhile, students, especially those from underrepresented groups, develop their communication and social skills through presenting the case answers in the class. Some of their answers might provide some new angles to some old conundrums in the finance academics.

In sum, I believe that finance is a subject that has deep roots in the real business world. The academic research in finance is often stimulated by real world problems and puzzles. The purpose of research is to advance our education to business professionals, and shed light on the best practices they should pursue. Students benefit considerably from in-class discussions and presentations. Cases distilled from real business world help the students better understand the empirically confirmed regularities and state-of-art theories in our profession.