Teaching Overview
Yuen Ho

Courses Taught

University of California, Berkeley (2022 - 2024)
- MBA — Data and Decisions (Fall 2024, Core course of the MBA program)
- Undergraduate — Applied Econometrics (Spring 2024)
- Undergraduate — Development Economics (Fall 2023)
- Undergraduate — The Economics of Innovation (Spring 2023)

Johns Hopkins University, School of Advanced International Studies (2014)
- Masters — Quantitative Methods II (Fall 2014)

Courses Available to Teach at the Graduate Level: Behavioral Economics, Data and Decisions, Development Economics, Econometrics, Microeconomics, Policy Evaluation

Courses Available to Teach at the Undergraduate Level: All

Teaching Evaluations - Overall Summary
- Data and Decisions (Fall 2024): Course forthcoming, evaluations not yet available.
- Applied Econometrics (Spring 2024): Overall teaching rating of 6.82 out of 7; compared to the department average for this course of 6.16
- Development Economics (Fall 2023): Overall teaching rating of 6.40 out of 7; compared to the department average for this course of 6.08
- The Economics of Innovation (Spring 2023): Overall teaching rating of 6.86 out of 7; compared to the department average for this course of 5.97

Teaching Training
- Teaching Pedagogy Course (Fall 2019)
- Teaching Workshop: "How Students Learn" (Fall 2019)

Teaching Statement

As a student, I was always interested in asking big questions around understanding human behavior and societies. While there are many ways to contemplate these questions, I was ultimately drawn to methods that combine qualitative approaches with more quantitative ones, courses that taught me how to use theory, data, and statistics to discipline my thinking, weigh evidence for different ideas and viewpoints, and build knowledge. I love teaching for precisely the same reasons. I find joy in nurturing students' curiosity, while equipping them with tangible critical thinking and analytical skills that can support their flourishing in whatever paths they choose to follow.

Learning takes place through practice and embracing failure. As such, it is highly important to me that I create spaces where students feel comfortable and engaged, where they are encouraged to value the learning process rather than just the outcomes. In practice, this means I purposefully ask questions, sometimes using brief quizzes, throughout a lecture to both encourage participation and to check for understanding. I incorporate practice problems with a mix of difficulties, so that students at all levels can be challenged. I know firsthand that teaching someone else is a great way to deepen your own understanding, and so I strive to create opportunities where students can work together to learn from each other. I encourage active participation from my students and meet their questions and ideas with an open mind and with patience. I also believe in openly acknowledging my own uncertainty and errors when they arise. Through these tools and strategies, I strive to create a non-judgemental and supportive learning environment where students feel comfortable to ask questions, make mistakes, and take risks.

I believe students thrive under clear organization, structure, and policies that are clearly and consistently applied. Students should be filled with curiosity about the material, not about what the expectations of the course are. I respect my students' time and treat them professionally, respectfully, and with humility, and I find this often becomes mirrored in how students treat themselves and their peers. I only give assignments that I think will genuinely serve their learning goals. I hold high expectations for my students because I believe they have high potential, and because I have seen my students meet and exceed these expectations over and over again.

I enjoy teaching a variety of material, from courses that survey the range and breadth of a topic, to more hands-on policy and practicum courses, to teaching more technical and data-related content. I also enjoy teaching students from a variety of backgrounds and levels, from undergraduates, graduate students, to mid-career professionals in policy and MBA programs; from students who plan to pursue a career in these topics to those that are just interested in broadening their skill set. In each case, I adapt my teaching methods based on what will best suit the course materials and goals. I believe that all students can master even the most technical content, and can find any topic engaging if given the right materials and support. As an instructor, I prioritize finding intuitive and simple ways to explain concepts. I also recognize that different students need different approaches to learn effectively, so I like to cover material in multiple ways to meet a diversity of learning styles. I might first employ an intuitive metaphor, next a real-world application, I might sometimes use

visuals and the white board, or walk through the mathematical proof, and other times lead with hands-on practice. Learning requires patience and repeated practice, approaching the same topic from different angles, creativity, intuition, and even play, principles that guide my teaching.

There is a notable lack of diversity in economics and business, and when there is not as much diverse representation in faculty, it is even more important for teachers to create an inclusive classroom. Fostering inclusive classrooms is not only a moral imperative but is also good scholarship: more diverse teams have been shown to process information more accurately (Sommers, 2006; Levine et al., 2014) and to generate more innovative solutions (Ozgen et al. 2012; Parrotta et al., 2014). Cultivating inclusivity begins with course design, integrating work and viewpoints from diverse scholars, and is then practiced every day. As human beings, we all have implicit biases, but as teachers we have an imperative to pay attention to ourselves and to be vigilant, to notice the impacts of our unintentional actions and to make our subsequent actions more intentional. From my experiences as a female scholar in a male-dominated field, being a child of immigrants, and having a research portfolio that has taken me around the globe, I understand firsthand the experience of being a minority and an outsider and also the beauty and enrichment that comes from bringing together different cultures, ways of thinking, and perspectives.

I am grateful to have had many incredible mentors throughout my career. They often saw something in me that I had not yet seen in myself. One of the many joys of teaching is seeing the potential that all students have and helping them on their path to realizing that potential. Good mentorship is helping another realize their own goals and find their own way, rather than imposing what we as mentors think their way should be. As a teacher, I recognize that different students need different types of mentorship. Some students want to understand how their learning can apply to things they care about, the businesses they want to start, the different countries and values they want to contribute to. Some students need encouragement to realize they can develop technical skills they never thought possible, to learn how to code for the first time or become more comfortable using math and data. Other students will go on to pursue research and academic careers and need encouragement in how to start studying the questions that spark their curiosity. As a teacher, I strive to notice each student's gifts and strengths and to proactively offer my support, to pass down the generous mentorship I have benefited from to the next generation.