

TEACHING STATEMENT
CHI MAN YIP

When I was a student, I constructed knowledge with two philosophies: curiosities and analogies. I believe that these two philosophies provide effective teaching.

Curiosities motivate learning. Many believe that knowledge construction begins with questioning. I believe that questioning begins with curiosities. Because of curiosities, kids always ask their parents why there aren't any more dinosaurs, why that man is homeless, why people die, etc. Because of curiosities, many economists once questioned and searched artificial intelligence, theory of relativity, topology, etc. on Google. Without curiosity, many of us have never questioned or searched artificial satellite, string theory, and theology on any search engine even though we do not know about them. Curiosities spark students' engagement in knowledge construction. Needless to say, the more students are curious, the more students get involved and put effort in.

Hence, I usually begin with a question—"What is this?" in each semester, when I project the following picture on-screen.



Many answer durians, and some say pineapples. My follow-up question is whether durians are frozen in other countries. I answer this question with pictures of durians sold in Hong Kong, Malaysia, and Thailand. Durians are frozen in Canada because they are imported from Asian countries. I further ask, "why do we import durians if we consume it? why don't we plant durians ourselves?" My lecture of GAINS FROM TRADE begins with this durian question. We understand that we do not have any comparative advantage in planting durians in Canada. I end my lecture with the following question, "if we don't plant durians, what do we plant?" I answer, "we plant oil and beef in Alberta. This is the end of today lecture."

My students are requested to send me a group photo with 3-5 students and the price of a small coffee. The followings are two examples:



My second lecture begins with a slideshow of all these photos. Students report their observations on the price of coffee, and I ask why “a cup of small coffee costs around \$2. Why not 50 cents? Why not \$20?” I further ask, “Who sets the price? Trump or Trudeau?” My lecture of DEMAND AND SUPPLY begins with this coffee question.



Interesting lectures do not limit to the first two ones. We usually play two rounds of Monopoly during my fourth lecture (see the pictures above). While the first round follows the official rule, we impose an effective price floor in the housing market in the second round. We analyze how the price floor affects our behaviors in the housing market with the application of the demand-and-supply system we learnt from the second lecture. This lecture stimulates students’ interest in economics, demonstrates the power of economic theory, closes the distance among students, and is the only lecture students do not want to leave. These examples illustrate how I stimulate students’ curiosity about economic problems.

I believe that knowledge construction becomes effective with two types of analogies: examples and generalizations. While examples come first in the learning process, generalizations come later. There are two types of examples: comparison and contrast. Things are categorized because they share similarities within each category. For example, when kids ask what pears are, parents may answer they are fruits like apples and oranges. Making comparison with other fruits helps us understand that we can eat pears and pears are sweet like apples and oranges. Similarly, making contrast provides another type of examples that facilitate our knowledge construction.

Throughout each semester, cups of small coffee and durians are utilized as examples. For instance, “we buy coffee more often in the Winter than the Summer. Why? The demand for coffee increases due to taste change.” “When the price in Tim Hortons triples, we will all line up in Starbucks. Why? The demand for Starbucks increases because Starbucks and Tim Hortons are substitutes.”¹ “When coffee beans become more expensive, the supply of coffee is expected to decline. Why? The input price of coffee increases.” “When Chi Man purchases durians from Malaysians, Canada experiences capital outflow.” “Does Purchasing Power Parity hold? A durian costs Chi Man CAD\$50 in Canada. With CAD\$50, Chi Man can buy four durians in Hong Kong.” Students are excited with these examples, and these examples close the distance between me and students.

Another type of analogies is generalization. Generalization is the process of extracting shared characteristics from more than one things. I believe it is more effective relating concepts than memorizing the fragmentation of knowledge. For example, what is the similarity between the price of durians, a wage rate, an interest rate, and an exchange rate? They are market values in their respective markets. The market value of a durian is called a price, the market value of an labor hour is called a wage rate, the market value of loanable funds is called an interest rate, and the market value of foreign currencies is called an exchange rate. What are other examples of generalization? We call the growth rate of the general price level an inflation and the growth rate of an exchange rate an appreciation. We call the surplus unemployment in the labor market and net capital outflow in the loanable fund market. The markets for coffee and foreign currency share similarity in essence: whenever we are the buyer of coffee or foreign currency, we are the seller of Canadian dollars.

My teaching philosophies are recognized. I was awarded a scholarship in teaching excellence at the University of Calgary (U of Calgary) in 2019. I list all the courses I taught at U of Calgary and Mount Royal University (MRU) and the evaluation below. The persistently high evaluation scores and the written evaluations are worth a thousand words—the recognition of my teaching. I am looking forward to work in a university that values high qualities of teaching and research. I am willing and able to teach Microeconomics and Macroeconomics at undergraduate levels; I can also teach Environmental Economics and Labor Economics at undergraduate and graduate levels.

- **Principle of Macroeconomics** at U of Calgary, Overall Instruction Score: 6.76/7 (Summer 2019)
- **Principle of Macroeconomics** at MRU, Evaluation: 5.8/6 (Winter 2019), 5.7/6 (Winter 2019), 5.6/6 (Fall 2018), 5.4/6 (Fall 2018), 5.5/6 (Winter 2018), & 5.1/6 (Fall 2017)
- **Principle of Microeconomics** at MRU, Evaluation: 5.6/6 (Fall 2017)
- **Methodology & Statistics** at MRU, Evaluation: 5.1/6 (Winter 2018)
- “Mount Royal University: Chi Man Yip has been so far, in my close to 4years attending institutions(high school, upgrading and university) the BEST instructor I have EVER encounter. If it was

¹Tim Hortons is one of the largest coffee shops in Canada.

for me, I would chose to have him in every single one of my classes as my instructor. He has been a great professor, he goes the extra mile of the extra mile to make sure you will understand the material. He includes games and different activities that enhance the learning to another level. It is very easy to observe that he is a very hard working professor who want to make a positive impact on the learning process of his students. That doesnt end there. He helped me believe in myself, he showed me that if I work hard and take advantage of the benefits the university offers (office hours, lab, etc) I will be able to succeed in great manner. He has been more than a professor, a good friend to all students in his class and I need this university to know that you guys need more professors like him to make society better. I have even consider an Economics minor because of his teachings. Thank you Chi Man for teaching me economics, values and to believe in myself.” **(Principle of Microeconomics at MRU Fall 2017)**

- *“Enthusiastic, cares about students, wants us to understand the material and do well, intelligent. Best prof I have had at U of C throughout my 5 years here.”* **(Principle of Macroeconomics at U of Calgary Summer 2019)**
- *“Chi Man is very passionate instructor that is able to explain complex subjects to students very easily. His dedication to his students goes up and beyond expectations to supplement our learning. His use of analogies and examples were very helpful and helped explain the concepts very clearly. It is without a doubt that he is a very good instructor and his humor has kept the class engaged and excited for macroeconomics. Chi Man is a phenomenal instructor and he honestly deserves a teaching award. His attention to details, passion for course materials and dedication to his students has made him one of the best professors I’ve had at the U of C. Chi Man is amazing!”* **(Principle of Macroeconomics at U of Calgary Summer 2019)**
- *“Very enthusiastic, really cares about his students—ask them if they understand the concepts, even memorizes everyone names. Willing to reteach the lectures students are struggling with, did an additional lecture prior to tutorial, very committed. Overall really great instructor. Can’t remember the last time I felt that a professor legitimately cared about the success of their students.”* **(Principle of Macroeconomics at U of Calgary Summer 2019)**
- *“Chi Man is the best professor I’ve had in Mount Royal. Not just because he is cool and funny, but he genuinely cares that we do well in not only this class but our other classes and university experience as well. Class is created in a way to succeed but also learn a lot of the content. Will absolutely take Chi Man in the future if possible. Related the coursework to real life with funny analogies that help make a useful connection to the real world as well as bringing the studies to current day.”* **(Principle of Macroeconomics at MRU Winter 2019)**
- *“Chi Man is far and away the best professor I have ever experienced for getting back to students. Late at night, early in the morning and throughout the day he was available and provided extremely*

useful feedback and answers to questions. I always felt comfortable in his class asking questions and never felt any embarrassment when asking him to re-explain theories or asking for different examples. He always took the time to ensure that the class understood a topic before moving on to the next one.” **(Principle of Macroeconomics at MRU Fall 2018)**

- *“Chi Man has been an absolutely fantastic professor. He goes above and beyond by having very open office hours, and being available through email all the time. He takes time in class to ensure everyone in the class understands everything, and encourages us students to work as hard as they can. He gave great feedback with any questions i needed”* **(Principle of Microeconomics at MRU Fall 2017)**
- *“Chi Man is like a good friend who is always there to help. If you email him extremely late past office hours, he will still reply right away. He will go through great lengths to try and help a student and he will find a middle ground that works for him and the student.”* **(Principle of Macroeconomics at MRU Fall 2018)**
- *“Chi creates an environment open for class engagement and the structure of his course is well designed to be time flexible for topics if extra time is necessary. He is fantastic for one to one learning and is available via office hours, after class, and email (response usually within minutes).”* **(Methodology & Statistics at MRU Winter 2018)**