

Teaching Statement

Yuxuan Chen

PhD Candidate, HKUST(GZ)

My goal as an instructor is to help students move from knowing concepts to being able to use them: to frame a meaningful question, choose an appropriate analytical approach, interpret evidence carefully, and communicate a defensible conclusion. This goal reflects both my research training and my experience in management education. My work sits at the intersection of entrepreneurship, strategy, institutions, and emerging markets, and my doctoral training has included rigorous econometrics and knowledge in entrepreneurship studies. In the classroom, I therefore try to combine substantive business questions with disciplined reasoning and empirical evidence. I want students to leave a course with a clearer way of thinking, not simply a larger set of notes.

Teaching Experience and Course Development

At HKUST(GZ), I have served as a teaching assistant for IPEN 5140, Quantitative Analysis and Empirical Methods, a graduate-level quantitative methods course. This experience strengthened my interest in teaching empirical research as a sequence of decisions rather than a collection of techniques: students must understand the question, the identification problem, the assumptions behind an estimator, the diagnostics that make a design credible, and the limits of the resulting claim. Building on this experience, I independently designed and prepared two complete sample courses for my teaching portfolio. The first, Econometrics and Causal Inference for Business and Management, takes graduate students from regression and potential outcomes through fixed effects, matching, instrumental variables and shift-share designs, regression discontinuity, modern difference-in-differences, synthetic control, and heterogeneous effects and mechanisms. Weekly tutorials are organized around identification audits and replications of management and economics papers so that students learn to read empirical studies as research designs rather than as collections of regression tables. The sample syllabus and the course material are available [here](#).

I also independently designed Machine Learning and Large Language Models for Business and Management, an upper-level undergraduate course that provides a coherent path from OLS and Logit to regularization, tree-based methods, Random Forests, XGBoost, neural networks, text representation, attention and Transformers, prompting, retrieval-augmented generation, and LLM evaluation. The course emphasizes mathematical intuition, reproducible Python workflows, and business applications rather than proof-heavy derivations or large-scale model training. Parts of the lecture slides and supporting teaching materials for these courses are already complete and are presented in my teaching portfolio on my personal website [here](#).

My second major teaching experience is IPEN 6100J, Entrepreneurship and Innovation: From Idea to Impact. The course focuses on venture creation and business analysis and has served as an important reference for entrepreneurship-related teaching in the HKUST(GZ) MBA program. Because it was offered for the first time and taught by my supervisor, I was deeply involved in its development: I participated in course design, attended and supported class sessions, worked closely with students, and provided guidance on assignments and venture-related questions. This experience has given me practical exposure to how entrepreneurship is taught to students with heterogeneous professional

backgrounds and has reinforced the connection between my research and my teaching. I am prepared to teach Entrepreneurship and Innovation, Strategic Management, and related courses in venture creation, business analysis, and strategy.

Teaching and Supervising Philosophy

My teaching and supervising philosophy is organized around clarity, intellectual curiosity, and interdisciplinary learning. I want students to understand why an idea or method works, not only how to apply it. In quantitative courses, this means making the logic beneath a method sufficiently transparent that students can see how assumptions, formulas, and identification choices fit together. Carefully chosen derivations and mathematical intuition can make abstract concepts more concrete—for example, helping students understand why an estimator identifies a causal effect rather than simply memorizing a procedure. More broadly, I try to present difficult material in a structured way, moving from the underlying question to the analytical logic and then to application, so that students can build durable understanding rather than rely on isolated techniques.

A second principle, strongly shaped by my own supervision experience, is that good teaching should be heuristic and interest-driven. Students learn more deeply when they are encouraged to ask questions, test alternative explanations, and discover which problems genuinely engage them. In class, I therefore prefer discussion, guided questioning, and open-ended analytical exercises over one-way transmission of conclusions. In supervision, I would apply the same principle by helping students identify questions they find intellectually meaningful, then gradually supporting them in refining those questions into feasible research or project designs.

Finally, I place substantial value on interdisciplinary learning and broad intellectual engagement. Strong ideas often emerge when students connect concepts across fields, methods, and empirical settings, and when they are exposed to perspectives outside their immediate specialization. I therefore encourage students to read widely, discuss their ideas with people from different backgrounds, and move between theory, evidence, and real-world problems. This is especially important in entrepreneurship and strategy, where useful questions often sit at the intersection of economics, organizations, institutions, technology, and policy. In both teaching and supervision, I aim to create an environment in which rigorous analysis is combined with broad exploration, because originality depends not only on technical competence but also on sustained reflection and the ability to connect ideas that are usually studied separately.

AI-Integrated and Responsible Learning

Generative AI is now part of the environment in which business students will study and work, so I incorporate it explicitly rather than treat it as an external issue. In technical courses, students can learn how LLMs support coding, text measurement, retrieval, and research workflows while also testing hallucination, sensitivity to prompts, reproducibility, and validation against human-coded benchmarks. In entrepreneurship and strategy courses, AI can support ideation, market research, scenario generation, or critique, but students remain responsible for evidence, reasoning, and final judgment. My course policies would therefore distinguish permitted assistance from assessed intellectual work, require disclosure when AI materially contributes to an assignment, and use process documentation, oral discussion, or reproducible files where appropriate. The pedagogical goal is AI literacy with verification: students should learn when these tools improve analysis, where they fail, and how to remain accountable for conclusions.