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EXECUTIVE SUMMARY

My in-person and online teaching at Senshu University during the Fall semester of 2022-2023 was most enjoyable and productive. Senshu University is an excellent institution in which to teach. The support provided by university staff went truly beyond my expectations.

The four courses that I taught seemed to go well, if only because of the high quality of students in the classes. There were some excellent students who exhibited a very firm grasp of economics. The average level of economics and English ability was very high. In the coursework the students scored highly. I was very pleased with the quality of the students, their intellectual abilities and their willingness to learn.

After spending around 9-10 weeks with students in-person at Ikuta Campus, the students quickly adapted to online classes after I returned early to New Zealand. Many students appeared highly motivated to learn and practice their English and economics, and I was impressed by their willingness to take the risk of enrolling in a course that was taught in English.

1. INTRODUCTION

I am a Research Associate at Waikato University and work as a private sector economic consultant and businessman. My teaching, research and consulting activities focus on business economics and corporate social responsibility.

2. TEACHING

I taught the following four courses:

Special Lecture on Contemporary Issues

This course emphasised how economic factors shape students' daily life and their behaviour in society. It also explained how to use economics knowledge to improve business and investment outcomes, highlighting how basic economic concepts could be used in a wide range of day-to-day and business situations. This course helped students to understand the complexities facing them and others around the world, and contributes to their knowledge of how to cope with and manage important aspects of their life.

Special Lecture on Comparative Studies: Economic and Social Issues in Asia

This course provided an introduction to the economies of Asia, starting with region-wide questions and then focusing on specific economic and social issues. As examples of the diverse approaches to economic policy, students compared and assessed current policies from economies such as China, Japan, Thailand, Myanmar, Cambodia and

Vietnam. The course drew on the analytical methods of various disciplines, emphasizing economic, historical and political factors.

World Affairs 2

This course aimed to help students understand more about current economic problems and policy, using news media and discussion in English as the basis of their learning. Students read and discussed newspaper articles about economic issues that related to them and their future careers. The course introduced students to some of the most important economic events of today and the last few years, such as the global Covid-19 crisis, Japan's attempts to stimulate economic growth and redistribute income, and China's economic performance. Throughout the course students were encouraged to practice their English and to develop confidence in communicating their ideas to others.

World Affairs 3

World Affairs aimed to help students understand more about current economic problems from around the world, especially how countries cope with the economic harm of Covid-19. The course linked economic principles that students learned in other courses to current world economic events and policies. Students practiced their English as much as possible, especially in terms of discussing ideas and giving formal class presentations.

Public Lecture

I gave one public lecture, comparing the anti-inflationary policies of NZ and Japan. The lecture seemed to be popular, with the audience asking many questions and contributing their own, interesting views.

3. OUTCOMES

The teaching of the university courses seemed to go smoothly. The students' feedback on the courses was very pleasing, as were the final grades. The high grades reflected the effort that students put into their class work. A pleasing number of students gave outstanding formal presentations, and it was quite clear that such students had thought very carefully about the issues involved. English abilities were very high overall.

The students reported that the material that they learned was relevant and useful, and was presented in a way that was easy to understand and could be applied fairly easily. In my view, at least, the key to motivating student enthusiasm for learning was to match the lecture and other material to the needs of the Senshu University students. The students seemed to appreciate having economic theory illustrated with relevant examples from their own experiences. I will certainly remember my students and others at Senshu University with great fondness and affection.