

Yin Lin

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Education

- Ph.D. in Mathematics (Area of Statistics) (May 2010)
Dissertation: Generalized Inference for Weibull Distributions.
Advisor: Professor Kalimuthu Krishnamoorthy.
University of Louisiana at Lafayette, Lafayette, LA
- M.S. in Mathematics. (Dec. 2006)
University of Louisiana at Lafayette, Lafayette, LA
- B.S. in Computer Science and Minor in Mathematics. (May 2003)
Southern Arkansas University, Magnolia, Arkansas

Work Experience

- Courses Taught at Northern Arizona University as a visiting assistant professor (2010F-2011S): Applied Statistics and Statistical Method I and Statistical Method II(Linear Regression+ ANOVA + Experimental Design).
- **Supervisor** : Dr. Roy St Laurent 928-523-6873 Roy.St.Laurent@nau.edu
- Courses Taught at UL Lafayette as an instructor (2003F-2010S):
Elementary Statistics; Applied Calculus(Survey of Calculus); Decision Math(Finite Math); Pre-Calculus - Algebra and Trigonometry; College Algebra, Intermediate Algebra .
Responsibility: Taught regular classes, held office hours, made and evaluated quizzes, and calculated the class grades, reported class results to the department chair.
- **Supervisor** : Dr. Kalimuthu Krishnamoorthy 337-482-5283 krishna@louisiana.edu

Computing and Technical Skills

- Programming Language: Fortran, C++, Java.
- Software: SAS, R, Minitab, SPSS, SQL, Matlab, Maple, Mathematica.
- Teaching tools: Blackboard, Moodle, Power Point Presentation.

Publications

- Confidence Limits and Prediction Limits for a Weibull Distribution Based on the Generalized Variable Approach. *Journal of Statistical Planning and Inference*, 139(2009), 2675-2684. Co-author: K. Krishnamoorthy and Yanping Xia.
- Inference on Stress-Strength Reliability Involving Weibull Models. *Journal of Statistical Planning and Inference*, 140(2010), 1754-1764. Co-author: K. Krishnamoorthy.

Presentations

- Unified Approach for Weibull Analysis. Louisiana ASA Chapter Spring 2008 Meeting, Baton Rouge, Louisiana, May 2 2008.
- Generalized Inference for Weibull Distributions Based on Censored Cases. Louisiana ASA Chapter Spring 2009 Meeting, Lafayette, Louisiana, May 1 2009.

Membership in Professional Mathematical Organizations

- American Mathematical Society (AMS)
- American Statistical Association (ASA)
- Institute of Mathematical Statistics (IMS)

Graduate Courses

Mathematical Modeling
Advanced Calculus I & II
Numerical Analysis
Advanced Numerical Analysis I & II
Advanced Complex Analysis I & II
Nonparametric Statistics
Advanced Inference
Advanced Multivariate Analysis

Methods for Researchers I & II
Operating Research I
Regression Analysis
Experimental Design
Mathematical Statistics I & II
Applied Multivariate Analysis
Linear Models
Statistical Computing

Selected Undergraduate Courses

Calculus I, II
Discrete Mathematics
Linear Algebra
Differential Equations
Topology
Probability and Statistics
Computer Science I, II
High Level Language
Web Programming

Data Structures and Algorithms
Assembler and Machine Organization
Computer Organization
Operating Systems
Programming Languages and Compilers
Software Engineering
Computer Graphics
Computerize Simulation
Artificial Intelligence

References

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My dissertation advisor
2. Dr. Roy St Laurent
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Supervisor at NAU
3. Dr. Yanping Xia
Department of Mathematics
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Co-author

Teaching Philosophy

- Yin Lin

In my eight years teaching (fall 2003-Spring 2011) at universities, I have taught more than 1000 undergraduate students from various disciplines. I believe the most important thing for teaching is that teaching should be student oriented, with some adjustments made according to course requirements and school policies.

Beginning: A good beginning is half done. A teacher should know somewhat of backgrounds of students before teaching. In the first class of a course, usually I ask students to fill out an optional survey form to tell their majors, math courses taken and grades received before, course load, preferred office hours, etc. The information collected would help the teaching of the coming semester significantly. For example, my office hours mainly depend on the survey results from the classes I teach to meet the needs of the majority. The left students can make appointments with me according to my schedule.

Knowledge: Needless to say, well-structured organization of course materials is essential for a teacher. The core task of a teacher is not only understanding the materials but also knowing how to pass the knowledge to students. Usually I like to divide one-class topics into a couple of modules and set minutes for each. Since I am a foreigner speaking English with Chinese accent, by keeping eye contacts with students to see any confusion about my words, I would repeat slowly or write words on board. That requires me to have almost all materials in mind before class and results in more confident teaching.

Diverse students: I have taught day/evening courses ranging from elementary algebra to applied calculus. Students are from many different colleges and major in math, biology, accounting, political science, nursing, English, education, etc. Students have ages from 18 to over 60, ACT score of less than 18 to 30 plus, full time or part time attending, special needs from athletes to disables. There are many strategies can be used. For example, when I was teaching Applied Calculus, in general I gave the class self-made up-to-date examples in finance and biology because of their common backgrounds.

Technology: Ti-83/84 graph calculators are required to use at UL for math/stat courses. Sometimes the calculator is very useful for doing regressions, finding confidence intervals, calculating P-values, etc. For homework, I encourage students to use the website quickmath.com to check their answers which help students a lot (It is like a free tutor always available to verify calculation results thus keep students working on the right track). Sometimes I also use Excel, SPSS, JMP or other software especially when I need to assign projects. I post complete class information on Moodle including syllabus, class policy, grades, notes, tables, formula sheets, attendance, etc. Students are able to see their complete progress of the course and expect what grades they would get. Eventually I will use Moodle to assign the letter grades of the course automatically before submitting to school. This gives students a chance to double check out possible grade errors. I also use Testgen to generate tests for some courses.

Communication: Communication with students is also important because it would let teachers find out some unexpected situations and provide possible help to students. Communication in

class can make teaching go more smoothly by frequently asking students questions to confirm the understanding of materials. Communication with students after class or by emails is also necessary. For example, absence from classes may indicate a possible situation change of a student. Usually I checked attendance record to email students who had been absent for a relatively long time.

Special situations: Sometimes a teacher needs to complete the teaching plan and help students complete their study plan under some particular situations. For example, finish an entire course in a short semester due to hurricane. I also helped a student infected with swine flu to make up all coursework and suggested a pregnant student to apply for an “I” grade then completed the same course next semester.

Tips: There are some efficient tips which can be introduced to the classroom. For example, I designed a winning number game for the introductory statistics course that asks each student to pick a number, lets students to calculate numerical summaries like mean, median, outliers, etc., and draw a box plot using the numbers they just picked to find the winning number. In many cases, a teacher may have to push students to study especially for difficult topics. For example, finding derivatives is hard for beginners and many students get lost and then give up. I assigned each student a different derivative problem, and asked them to write the solutions one by one on board in the next class and discussed then after. Also, quizzes should be given frequently to keep all students studying.

Teaching Plan: I am capable of teaching statistics and mathematics courses ranging from introductory to advanced level.

There are too many aspects and interesting things on teaching that I like to share with people but cannot be written out in just two pages. Overall I believe knowledge and responsibility are two key factors to be a good teacher, and the secret is thinking like a student before teaching them – that is, switching to a student role to understand what they are probably thinking about and expecting for a course.