

Teaching Statement

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I view teaching courses in economics as an exciting opportunity to equip students with the skills to understand and engage with complex socio-economic and public policy issues through an economic framework. Whether teaching introductory or advanced courses, I enjoy the challenge of increasing students' interest in the economics field. My teaching philosophy is characterized by recognizing diversity in optimal learning methods across students, carefully designing assignments and class activities that promote learning, and a fervent commitment to mentoring. My experience and academic background have prepared me to teach introductory or advanced courses in microeconomics, labor, public, education policy, econometrics and research methods.

Teaching Philosophy

My teaching philosophy starts with the recognition that students learn in a variety of different ways. For this reason, I aim to provide multiple types of learning opportunities. Instead of strictly sticking to lecture-based class instruction, I intend to make sure to incorporate in-class activities that adhere to these differing learning styles and foster student engagement. For example, I may incorporate use of short video clips, think-pair-share, small-group or full-class discussions, and role-playing activities for advanced courses.

I hope to also put a lot of effort into designing assignments that create additional learning opportunities rather than simply testing student knowledge. These types of assignments include creative writing and discussion assignments that challenge students to think critically and develop real-world communication skills. As I gain teaching experience, I plan to use student's feedback to better understand which assignments and class activities students find most beneficial and introduce new ideas accordingly. Finally, in recognition that representation is important, I intend to use examples that highlight the breadth of the field of economics and the diversity of those who have contributed to the field. One strategy I hope to implement, particularly in introductory courses, is inviting guest speakers to expose students to past economics majors who look different than me and can illustrate the variety of possible careers within economics and counter stereotypes of the profession.

Beyond teaching economic concepts and skills, I also view teaching as an opportunity to build mentoring relationships with students. The first step is show students respect in class. Respectable teachers make an effort to demonstrate that they care about their students and class time. Some ways in which I show respect include taking a personal interest in students and their ideas, learning names when possible, carefully listening to questions and responses, and treating everyone equally. The next step is showing students that I care about their success beyond a grade in the classroom. I do this by encouraging visits during my office hours and letting students know that they can also come if they want academic advice beyond the course. Also, while I hold students and myself to a high standard, I believe it is important to provide positive feedback and encourage students to be confident in their own skills.

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Teaching and Mentoring Experience

My teaching experience is primarily as a Graduate Student Instructor in the Economics Department at the University of Michigan while I was earning a master's degree prior to beginning my doctoral studies. In this role, I led two "Discussion Sections" per semester for Principles of Microeconomics courses with up to about 30 students in each section. These Discussion Sections were optional weekly sessions that students could attend in addition to the main lectures. In the sessions, I reviewed concepts covered in lecture and worked through practice problems with students. Other responsibilities included grading homework, quizzes, and exams, holding regular office hours and review sessions before exams, and contributing to the design of exams with the lead lecturer.

During my doctoral studies at Georgia State University (GSU), I took a Teaching Seminar course that has helped to prepare me for designing and teaching a course. In this class I learned about teaching pedagogy philosophies in economics courses and practiced designing a course by developing a course schedule with readings and assignments, and creating a full syllabus including a course description, learning goals, and course policies. While I have not taught any full courses while at GSU, I have worked as a Teaching Assistant for Dr. Jonathan Smith's classes, which include an undergraduate data science class and a Ph.D.-level labor economics course. My responsibilities included grading problem sets and exams, as well as assisting in preparing lecture slides and other course content.

During my time at GSU, I also gained experience in mentoring and advising students at both the undergraduate and graduate level. For two years I served as the President of the Economics Graduate Student Association. In this role I frequently acted as a resource for incoming Ph.D. students in the Economics Department by providing insights about the program and offering advice for being successful in first-year courses and beyond. I also organized events intended for advanced Ph.D. students to share experiences and advice about the comprehensive exams with first-year students. Additionally, I supervised multiple undergraduate students who were assisting me in gathering data for my dissertation research. In addition to managing their work, I offered my advice to those who approached me about graduate school in economics and other options for their futures.

Teaching Interests

I am well-suited to teach undergraduate courses in microeconomics, econometrics, and data analysis, as well as both undergraduate and graduate courses in labor and public economics, education policy, causal inference, and research methods. I am also willing to teach online or in a hybrid setting. One specific course I would like to design is the Economics of Education and Policy. Students in this course would learn about the historical and contemporary context of education policy in the United States, including an overview of some current topics. I would also aim to do an in-depth review of the theoretical models and empirical methods relevant to education policy research. Finally, students would be exposed to contemporary research in the economics of education field. I am committed to continue teaching economics using fun and engaging methods, leveraging current topics to highlight the application of concepts while incorporating group-based learning.