

Teaching Philosophy

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I love teaching and I care deeply about teaching. Regardless of whether I am the instructor or a teaching assistant (TA), I want my students to think critically and apply rather than regurgitate knowledge. I care about all students, not just those who get A's. I spend more time on teaching than anyone I know. The reasons I want to spend the extra time teaching are i) I care about my students and ii) I simply enjoy it.

My love of teaching started in college. I graduated from a small liberal arts college that prioritized a culture in which professors spent a lot of time being available to students and engaging with students in a personal way. I have tried to bring a similar culture to my students at Binghamton. For example, I hold far more office hours than the department requires. I also take my students' availability into account when setting office hours and I have an open-door policy.

I love teaching so much that I teach in my spare time. I run a YouTube channel (www.YouTube.com/@InCaseofEconStruggles) about economics where I post new videos every week. Since I started the channel in 2021, my videos have over 100,000 views and I have over 1,000 subscribers. Half of those views have come in the last year. It's extremely rewarding for me to see comments letting me know that I made a positive impact on students outside of Binghamton. One of the most rewarding comments I have recieved is from a first-gen college student who cited my channel as the main reason why she passed the first year of her PhD program.

As an instructor, I take a lot of pride in my teaching. I hold myself to a high standard in terms of making sure students understand the material. Most students need multiple attempts to fully understand a concept, and so providing consistent individual feedback to students is essential. On homeworks, for example, I assign grades based on completion, but the feedback I provide to students is as if I was grading for correctness. This benefits students in two ways. First, I improve my understanding of how my students are doing and where my class might benefit from extra practice. Second, students receive more detailed feedback about their level of understanding of course material which serves as an extra incentive for students to do their best on homeworks without worrying about their grade.

I have received positive feedback from students both in evaluations and from revealed preferences. For example, as a TA for intermediate microeconomics I often had more students in my discussion section than students registered for my sections. Demand for my office hours often meant students were standing for at least part of the time and several students who routinely came to office hours were not enrolled in my discussion sections. As an instructor, I often had perfect attendance in lectures despite holding 5 classes a week.

I realize that part of taking pride in my teaching is that pedagogical training is just as important as economics training. I have consistently sought opportunities to improve my teaching and integrate what I learn into my courses. I attended a teaching conference and audited a class on scholarly teaching. Both experiences have informed my use of peer instruction in class and my emphasis on making my lessons active and student-centered. I will continue to participate in formal pedagogical training throughout my career.

Being a teacher is a central part of my identity as a graduate student and it will continue to be a central part after I graduate. I want to work at a small liberal arts college after graduating where I can continue to focus on teaching and make a direct personal impact on students. I will always be willing to devote extra time to teaching and to my students, simply because I love to teach.