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TEACHING STATEMENT

My teaching practice developed during my time as the teaching assistant for the first-year Ph.D. econometrics sequence ("Econometrics I" and "Econometrics II") at the University of Virginia, which were my primary teaching responsibilities. As the TA for Professors Denis Nekipelov and John Pepper, I led recitations and review sessions, graded problem sets and exams, held office hours, and served as review leader for the econometrics comprehensive exam. This background equips me to contribute immediately to Ph.D. core support, strengthen undergraduate methods training, and connect empirical tools to policy questions in public economics. For new Ph.D. students, econometrics can be daunting due to the abstract nature and mathematical rigor of the material, and the structure of the courses requires students to master foundational concepts quickly. Given the demands of the first-year sequence, my office hours often functioned as both targeted review and academic support.

In my experience as a teaching assistant, students respond best when I present a concise, theory-first explanation followed by a focused example. Across recitations, review sessions, and office hours, I ensure the lecture material is understood and then reinforce it with practical examples. This pairing provides the theory needed to approach problems and a direct example of practice, which can serve as a launching pad for problem sets. In office hours, I begin with the underlying theoretical constructs and then turn to the specific problem. For complex questions, I decompose the problem into smaller steps—sometimes temporarily strengthening assumptions—to clarify structure and build toward the full solution.

For my practice, I aim to be accessible to students at all levels through predictable, discussion-oriented office hours. As a TA, I also set aside time for one-on-one meetings. Although I prefer group sessions, which benefit all participants, some students hesitate to ask questions publicly. Students who are struggling are often least likely to speak up, which can compound gaps in understanding, and scheduled one-on-one meetings provide a lower-stakes venue for these students.

For coursework and grading, I mix take-home work designed for group discussion with in-class, open-note exams. Problem sets are intentionally low stakes—less than ten percent of the course grade—to encourage collaboration. I favor software-light examples that highlight method and interpretation over lengthy computation, keeping attention on core reasoning. Open-note exams are intended to assess mastery, not memorization of theorems. For both problem sets and exams, I integrate applications, often asking students to begin from model formulation and then apply the tools they have learned. As a public economist, I emphasize that a strong grounding in econometrics serves students well across fields.

These practices are informed by my goals as an instructor: clarity, accessible mentorship, and applications to economic questions. Across institutional contexts, my aim remains the same: students should leave able to turn questions into models and evidence, explain their reasoning cleanly, and carry those skills into research, policy analysis, and advanced coursework.