

## Teaching Statement

Providing effective and engaging learning experiences has been a goal and practice of mine ever since I began work as an instructor at the age of 16, when I taught piano to beginning students. Since that time, education has been a constant presence in nearly all of my professional work. After 6 years of working as a teaching assistant and instructor for economics courses, I have learned 3 key practices that lead to consistent student engagement and real understanding of the course content.

### My Teaching Philosophy

The first practice is to encourage participation and create an environment in which students feel like they can and should ask questions. I have found that most students only fully internalize economic concepts when they are actively participating in the lesson. This works best when students explain concepts back to the instructor, work out problems on their own, or are asked questions that focus on the application of the concept. Too often, students fail to accurately signal they aren't understanding the material because they either don't know what question to ask, are given no opportunity to ask a question, or fear they may send a negative signal for raising their hand. I make it my goal to begin every class by fostering an environment where questions are common, encouraged, and always answered.

Second, I believe all successful economics students should understand and be able to explain key concepts in three ways: using words, math, and graphs. Being able to tie each of these methods together helps account for variation in learning styles and preferences. While the emphasis of explaining concepts through words, math, or graphs varies depending on the class topic and level (undergraduate versus graduate), I find the most success in both engagement and understanding when I provide all three methods for students. This also provides more foundation and confidence for undergraduate students who struggle with math. Interpreting the models using words, graphs, and real world examples helps students connect the math to ideas more easily understandable for them. This gives them confidence in working with mathematical models more in the future. Presenting the material in these three ways has been vital in finding a balance between precision and student comprehension, which I believe is one of my main strengths as a teacher.

Third, I always strive to emphasize the application of economics by introducing students to data and/or economic research. In econometric classes or any graduate level empirical course, providing data for students to work with is essential to their learning. I have had multiple Master's econometrics students tell me that they didn't really understand economics until after they practiced running the models discussed in class using real-world data. In conjunction with data familiarization, I work to find current economic research that highlights the concepts learned in class. In undergraduate classes, I specifically gather papers that have less complicated methodology so students can focus on what they have learned and the key concepts of the paper. I also believe introducing research works best when used sparingly and towards the latter portion of the class. Students skip readings when they are too frequent and too confusing. But at the end of the class, they feel more confident in the material and motivated to read the papers as it is one of the last ways to improve their grade. Allowing students the opportunity to practice concepts with the guidance and feedback of a formal course is instrumental in their preparation for the labor market.

## **My Teaching Experience and Goals**

My time as a teaching assistant and sole instructor has given me a wide variety of experiences in economics education. I have participated in constructing an online curriculum for introductory undergraduate economics courses. This helped me learn what sort of tools incentivize students when working in a remote setting. I also gained experience in how to adjust material based on class size, with the smallest class only having 5 students and the largest over 500. While some teaching principles remain no matter the topic, difficulty level, or class size, I believe tailoring course materials to account for different situations is instrumental in effective instruction. I have also learned how to adjust presentation style based on the major of the students. For several semesters I worked in classes that taught economics to exclusively non-economics majors. This taught me how to appropriately use jargon and graphical tools in a way that helped them learn the terminology but didn't intimidate or confuse them.

My main teaching experience has been in labor economics and econometrics, though I have also given lectures in introductory and intermediate microeconomics courses. I also

have experience in organizing and running empirical methodology seminars. I am open and excited to teach in any course related to microeconomics at the undergraduate level or empirical micro at the graduate level. I especially feel that I would do well in a law and economics or economics of crime class given my research expertise. I can draw from a large literature of law/crime and economics papers to connect class concepts to high level research. I would emphasize applying economic theory and empirical methods to important legal and law enforcement questions, showcasing the ability to apply economic principles to many topics and fields of study. I am confident in my teaching experience and look forward to continuing my work as a mentor and an instructor throughout my professional career.