

Teaching Statement

Sania Wadud

Accounting and Finance, University of Leeds, UK

s.wadud@leeds.ac.uk

I am a committed educator and have the same passion for student education as my research and see creating interactive and impactful learning experiences as a key part of being an academic. I strongly believe that a complete understanding of any theory and its application is fundamental to the next generation of industry leaders and academics. I ensure that students learn in a structured and coherent way with clear course outlines, engaging and challenging seminars and other activities such as guest lectures and industry talks to locate what is learned in the classroom in a real-world context. I also integrate interactive components into courses, such as open-ended problem sets, case studies, and more substantive research projects, which foster active learning by engaging students in relevant, practical experiences.

With extensive teaching experience across undergraduate and postgraduate courses at the University of Essex, the University of Aberdeen, and BRAC University, I bring a diverse instructional portfolio. My teaching encompasses a range of topics within Economics and Finance, including International Money and Finance, Introductory Econometrics, Introductory Microeconomics, Macroeconomics and Econometrics, Portfolio Analysis and Management, Financial Management, Principles of Accounting, all of which I have taught to diverse cohorts of students. As well as this, at the University of Essex and the University of Aberdeen, I have also gained significant experience in hybrid/online teaching and adopted multiple innovative ways for student engagement and teaching.

In my International Money and Finance module, designed for final-year UG students, we began by examining the core assumptions that underpin our approach to the global financial system. In this, I introduce students to key economic agents—such as central banks, multinational firms, and institutional investors—and the strategic contexts within which they operate. We explore foundational concepts, including exchange rate dynamics, interest rate differentials, and monetary policy mechanisms. This initial stage incorporates basic game theory, currency speculation models, and expected utility theory, which collectively prepare students to tackle more complex subjects like international capital flows, currency crises, and trade imbalances. This approach grounds students in empirical methods and strategic analysis, equipping them with a robust conceptual framework before moving to specific topics like exchange rate determination, balance of payments, and the role of international financial institutions. Through this approach, students gain a comprehensive understanding of the factors influencing global financial stability and are better prepared to analyse and interpret global financial events.

In my Investment Portfolio and Management module, I employed a role-play-based teaching approach, placing students in the role of investment managers responsible for designing portfolios based on hypothetical client profiles. This experiential method merges theoretical insights with practical decision-making, as students apply models like the Capital Asset Pricing Model (CAPM). To foster engagement, I used real-time polls and impromptu multiple-choice questions, which encourage active participation, particularly in an online format. Group discussions and breakout rooms follow each role-play exercise, allowing students to reflect, receive peer feedback, and advance their analytical and presentation skills. This interactive framework not only strengthens their understanding of portfolio management principles but also cultivates essential practical skills, preparing them for the complexities of real-world investment management.

The Introductory Econometrics seminars, I taught postgraduate students emphasises practical applications in economics and finance. We begin with essential topics such as measurement, descriptive statistics, and basic inferential tests e.g., differences in means, all of which provides the students with a solid foundation in quantitative methods. The core of the course centres on regression analysis, where we delve into linear regression, the interpretation of interaction terms, and address binary or ordinal dependent variables, which require the relaxing of the standard normality assumptions. I also prioritise the interpretation and translating of regression results to generate real insights, a skill valuable in both academia and industry. To reinforce these concepts, students engage in practical exercises using real-world economic and financial data, thereby developing the practical analytical abilities that are vital for roles that demand data-driven decision-making, preparing them for roles in private sector data analysis or advanced academic research.

I am also committed to professional development with respect to teaching and this is central to my philosophy as to what makes a good academic, and I passionately believe in staying current with effective pedagogical practices to better support my students. To this end I have completed a course at the Centre for Academic Development at the University of Aberdeen. While in August 2021, I earned the Associate Fellow of the Higher Education Academy (AFHEA) recognition in the UK, and I am currently preparing to apply for full Fellowship status within the next year.

Mentoring and supporting students is a vital part of my approach to teaching. My supervision style emphasises clear communication and structured guidance from the start, followed by a more consultative role as students gain confidence and independence. This enables students to build both technical skills and confidence in their abilities and ultimately become independent learners. I have extensive experience in advising undergraduate and post graduate research projects and have also served as an internal examiner for MBA project reports at BRAC University. My tutorial responsibilities, marking of exams, and student counselling at Massey University, the University of Essex, and the University of Aberdeen have all equipped me with a diverse toolkit to support student learning.

My teaching experience builds upon the foundational skills I enhanced during my time at the University of Essex, the University of Aberdeen, Massey University, and BRAC University. Across these institutions, I have developed a strong background in delivering courses and fostering learning in the fields of economics and finance, ensuring alignment with the highest standards of academic excellence and practical application. Many former students stay in touch, often sharing how the analytical frameworks and concepts from my courses have been instrumental in their success in graduate studies, as well as in their employment in industry. My approach emphasises critical thinking, quantitative analysis, and rigorous inquiry, equipping students with the skills essential for navigating the complexities of financial markets, economic research, and policy evaluation in both academic and professional environments.