

Teaching Statement

Throughout my graduate studies I have made an effort to seek out and engage in teaching opportunities. These have included both teaching as the main instructor for a course in Econometrics and in volunteering for opportunities to lead discussion sections in Intermediate Microeconomics classes while maintaining a research assistantship. These experiences have shaped the way in which I approach teaching with a focus on engaging students and building personal relationships, with the understanding that student needs and backgrounds are varied. I place a high focus on mentoring students and continually improving my instruction and would excel in an institution that highly values teaching.

I see my role in teaching primarily as a mentor and not a lecturer. During my first role as a main instructor I had the opportunity to experience both in person and online instruction, having taught during the start of the Coronavirus pandemic. Having taught both in person and online, I find that putting in the effort to keep students engaged and up to date on material is imperative, especially when an in-person component of the course is not available. One way I accomplish this is by developing a relationship with students, making it clear to students that I am there to help them learn and making sure that they always feel welcome to come to me in and out of class time to ask questions, even if it is to ask me to repeat material.

Additionally, I make clear to students that I have high expectations of them and strive to clearly inform students of what is expected of them. As a teaching assistant leading weekly discussion sections in Intermediate Microeconomics, students would be expected to attempt a few problems each week and come prepared to talk about them during review sessions. I solicited answers from students as we went through reviews problems, making sure that students were all on the same page before moving on. In these types of smaller group settings, students would frequently ask about more abstract issues related to the material, questioning the applicability of the lessons to the world they see around them. I encourage students to question the material and ask them to consider the assumptions and deeper implications of the material I cover. I have carried this practice into my broader classroom instruction, always making sure to explicitly relate theoretical examples to examples from the world in order to get students more involved in learning.

Throughout my teaching, I create opportunities for getting students engaged and asking questions, both directly to me as an instructor and to other students, such as with practice problems in small break-out group opportunities. As a teaching assistant for Intermediate Microeconomics, students were asked to listen to an NPR Planet Money podcast of that week's relevant topic and answer a few questions on how that relates to what we were discussing in class. I found that students found it very helpful to comprehend more abstract lessons in these classes and would find students' answers on tests frequently reference a Planet Money episode.

Having taught at a diverse institution, with students from many backgrounds, it was imperative to take into consideration every student's unique learning situation. During my time teaching online, I structured my course asynchronously in order to allow students to engage with material when they were able to do so. This was challenging to make sure students kept up with material,

and I found that weekly quizzes on lecture videos and encouragement to schedule a time to chat with me personally were helpful but somewhat lacking. In future online classes, I intend to devote additional time to engage with students individually on their schedule and make it clear to students that coming to me with questions is the expectation for the course.

I also strive for students in my courses to develop broadly applicable skills from the course and not just memorization. In particular, I had many non-economics students in my Econometrics course, and I made sure to reiterate to students that I intend to teach skills in my course that are beneficial regardless of their major or focus. I believe this benefits students not only in my course and am confident it carries over to future coursework as well.

In general, my teaching philosophy is one of personal engagement with students, one in which I expect a lot of my students, making clear my expectations of them, but with the understanding that all students learn differently. I strive for clear communication and developing relationships with students in order to ensure that they can accomplish their educational goals.