

Teaching Statement

As an economist and educator, my teaching philosophy is grounded in fostering critical thinking, engagement, and real-world application. My goal is to equip students with analytical tools that extend beyond the classroom, allowing them to evaluate complex economic issues rigorously and independently. Drawing from my extensive experience as a sessional instructor and teaching assistant, I strive to create an inclusive and dynamic learning environment where students feel encouraged to actively participate and develop their economic reasoning.

Teaching Approach and Methodology

I emphasize a blend of theoretical foundations and empirical applications in my courses. Economics is best understood through a combination of formal models and data-driven analysis. To achieve this, I incorporate case studies, policy discussions, and hands-on data exercises that enable students to see the relevance of economic theories in real-world contexts. In my Principles of Microeconomics course, for example, I used contemporary trade and environmental policies to illustrate key concepts, which students found particularly engaging.

I also recognize that students have diverse learning styles, and I adopt a variety of instructional techniques to accommodate these differences. I integrate interactive lectures, problem-solving sessions, and group discussions to foster engagement. Additionally, I utilize technology—such as data visualization tools and programming exercises—to help students develop computational skills essential for modern economic analysis.

Commitment to Student Success

My teaching evaluations consistently highlight my organization, enthusiasm, and clarity in presenting complex material. However, I continually seek to improve by incorporating student feedback. Based on prior evaluations, I have refined my approach by increasing the number of real-world examples and practice exercises, which have proven beneficial in enhancing student comprehension. Furthermore, I prioritize accessibility and mentorship, ensuring that students feel supported in their learning journey. Holding regular office hours and fostering an open-door policy have allowed me to engage with students beyond lectures, providing them with individualized guidance.

Incorporating Research into Teaching

My research on international trade, environmental economics, and energy efficiency directly informs my teaching. By integrating my research findings into lectures, I expose

students to contemporary economic debates and empirical techniques used in policy analysis. For instance, my work on trade and income elasticity helps illustrate the practical implications of trade policy changes, while my research on energy efficiency highlights economic incentives in environmental regulation. This research-driven approach not only enriches course content but also inspires students to consider research as a critical component of their academic and professional growth.

Diversity, Equity, and Inclusion in the Classroom

Economics as a discipline benefits from diverse perspectives, and I strive to create an inclusive learning environment where all students feel valued. Recognizing the challenges faced by students from different backgrounds, I ensure that my teaching materials include diverse case studies and global perspectives. Additionally, I encourage collaborative learning, fostering an environment where students from different experiences and viewpoints can engage in meaningful discussions.

Conclusion

As an educator, my primary objective is to instill in students a deep understanding of economic principles while equipping them with the skills needed to analyze and address real-world challenges. I am committed to continuous improvement in my teaching, ensuring that students receive an education that is both rigorous and engaging. By integrating research, fostering critical thinking, and emphasizing inclusivity, I aim to inspire the next generation of economists to apply their knowledge to pressing global issues.

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