Teaching Statement

I have taught undergraduate economics courses at Georgia State University and Keller Graduate School of Management. I am prepared to teach intermediate microeconomics, econometrics, environmental economics, energy economics, and applied microeconomics at both undergraduate and graduate levels.

I teach students to think like economists. This means analyzing problems with data, understanding tradeoffs, and evaluating policy alternatives. My approach comes from two sources. First, my research in applied microeconomics. Second, my five years at Georgia Policy Labs, where I saw how economic analysis informs actual decisions, and private sector experience in consulting. I want students to leave my courses with practical skills they can use in government, consulting, research, or business.

I focus on three things.

Economic reasoning. Students learn to frame problems economically, identify tradeoffs, and use marginal analysis. In my Global Economics course at Georgia State, students progressed from basic supply and demand to analyzing international trade policy. Rather than memorizing formulas, they learned to work through problems systematically.

Working with data. Modern economics requires handling data. I use real datasets and teach students to interpret economic statistics critically. Students in my courses have worked with GDP data, inflation measures, and trade statistics. For more advanced courses, I would teach econometric methods using Stata or R. My research experience with building permit data, environmental monitoring records, and administrative datasets would show students that real data is messy and imperfect.

Policy evaluation. Economics matters most when it informs decisions. I teach students to evaluate policies using economic criteria, consider who wins and who loses, and explain findings to non-technical audiences. My Georgia Policy Labs experience taught me how to translate econometric results for school district administrators. I bring this to the classroom by asking students not just to solve problems but to explain their reasoning clearly.

Teaching Methods and Evidence of Effectiveness

My approach combines structured content with active problem solving. In my Global Economics course during Fall 2020, I recorded video lectures covering core content so students could learn at their own pace. I used in-person sessions for problem solving, homework review, and questions. Students valued having reference videos they could revisit while working through problem sets.

Student evaluations from Fall 2020 averaged 4.5 out of 5. I scored particularly high for accessibility (4.6 to 5.0 out of 5), preparation (4.6 to 5.0 out of 5), and creating a supportive learning environment (4.6 to 5.0 out of 5). One student wrote that I was "the greatest professor I

had this semester who understood students' objectives and challenges during these times." Another said I "always made sure we were engaged and made sure we understood the content."

My courses emphasize regular practice. In Global Economics, I assigned six problem sets throughout the semester. I scheduled in-person sessions before each assignment was due so students could ask questions. I dropped the lowest homework grade to give students flexibility. One student noted that "the homework he provided really helped me a lot on quizzes."

Teaching Experience

I taught two sections of Global Economics during Fall 2020 at Georgia State University. This was an introductory course designed for students new to economics. I covered basic economic tools and terminology before moving to global economy topics. The course included supply and demand analysis, GDP and economic growth, inflation measurement, production possibilities and trade theory, globalization, trade agreements, and foreign exchange markets.

I structured the course around video lectures for content delivery and in-person sessions for problem solving. Students had six homework assignments due throughout the semester. I dropped the lowest grade. They took two exams, with the second serving as a cumulative final. I taught during the pandemic using assigned seating, face coverings, and a hybrid model that split the class into four groups.

At Keller Graduate School, I taught Business Economics to working professionals. This course covered micro and macroeconomic topics with emphasis on marginal analysis and supply and demand. Students analyzed costs and benefits of economic decisions, evaluated factors impacting production and profitability, examined GDP and growth factors, studied macroeconomic policies affecting unemployment and inflation, analyzed international trade impacts, and assessed personal impacts of economic conditions.

Student comments from my teaching highlighted specific strengths. Students appreciated my responsiveness to questions and patient explanations. They noted that I never made them feel bad about asking for clarity. They valued that I checked for understanding before moving on. Several mentioned that I was calm and went through each aspect of the lesson carefully.

I want to provide research experiences that develop marketable skills while contributing to scholarship. Students working with me would gain hands-on experience with econometric analysis using Stata or R, working with administrative datasets, using geographic information systems for spatial analysis, and communicating research through policy briefs and presentations.

I work to create inclusive environments where all students feel comfortable asking questions. Economics can seem inaccessible, especially to students who don't see themselves in the discipline. I recognize that students learn in different ways and at different paces. I provide multiple pathways to success through office hours, study groups, additional practice problems, and one-on-one meetings.

Summary of Quantitative Evaluations for Courses as Principal Instructor

At the conclusion of each semester, students are encouraged to submit evaluations for their enrolled courses. Each student can rate instructors and principal instructors on a scale of 1 to 5 (with 5 being the highest) for the following questions:
The table below summarizes student responses to these questions for the courses I served as a principal instructor. Average scores on a scale of 1 to 5 are presented for each course along with the departmental average in parenthesis.

Student Evaluation Highlights (1=Strongly Disagree; 5 = Strongly Agree)

I engaged in the course (face-to-face and/or online) in accordance with the instructor's syllabus policy.	4.6/5
I achieved the course objectives outlined by the instructor.	4.8/5
The instructor followed the plan for the course as established by the syllabus.	4.7/5
The instructor was prepared for class (face-to-face and/or online).	4.7/5
The instructor communicated effectively.	4.5/5
The instructor was accessible to students.	4.7/5
The instructor created an environment that helped students learn.	4.7/5

Qualitative Responses for Courses as Principal Instructor (Examples)

In addition to the quantitative responses, students are given an opportunity to provide open-ended qualitative responses.

- "What were the strengths of my instructor's course management and teaching style?"

  1.   He was the greatest professor I had this semester who understood students objectives and challenges during these times and his lessons were very well thought out!

  2.   Very calm and went through each aspect of the lesson for enough time for people to look over, he also added a video lecture on top of the in-classroom lectures he would give extra material to work with.

- "What did I most appreciate about how my instructor interacted with students?"

  1.   Understood our struggles.

  2.   He always made sure we were engaged and made sure we understood the content.