Canishk Naik
London School of Economics - Dept of Economics
Email: c.naik@lse.ac.uk
Website: https://canishknaik.github.io/

Teaching Statement

I have been teaching at the School of Public Policy and the Economics Department from 2020 to 2024, covering a diverse range of courses at both the undergraduate and graduate levels. I love teaching and have worked diligently to develop my skills, resulting in consistently high teaching evaluations. My performance has been recognized with excellent ratings and several awards. I received a Class Teacher Award in 2023, and was highly commended for one in 2024, and I received Excellence in Education Awards for the years 2022, 2023, and 2024, all of which I am immensely proud.

In addition to my responsibilities in the classroom, I have provided advice and mentorship to a range of students both inside and outside the LSE. In the following sections, I will elaborate on my teaching and advising experience, discuss my philosophy on effective teaching, and outline the courses I would be interested in teaching.

Code	Name	Level / Department	Years / Average Score
PP410	Public Economics for Public Policy	Graduate (School of Public Policy)	2022 (4.8/5) 2023 (5/5) 2024 (4.7/5)
EC1A3 / EC100	Introductory Micro- & Macro-economics	Undergraduate (Economics)	2021 (4.5/5) 2022 (4.7/5) 2023 (4.6/5)
EC400	Intro Probability and Statistics (Math Camp)	Graduate (Economics)	2022 – 2024 (No teaching evalutions)

Notes: summary of my teaching at LSE. All teaching evaluations and details about awards available on my website: https://canishknaik.github.io/#teaching

Teaching Experience at LSE

Throughout my teaching career at the School of Public Policy and the Economics Department, I have had the opportunity to engage deeply with a variety of courses, each of which has enriched my understanding and approach to teaching. One of my most rewarding experiences was teaching PP410, which provided a comprehensive overview of public economics concepts. This course challenged me to articulate complex theoretical frameworks in a way that was accessible and engaging for my students. The classroom was filled with extremely engaged individuals, prompting me to move beyond my natural theoretical inclinations and emphasise the intuition and real policy implications behind the concepts. We critically examined recent research, fostering an environment where students were encouraged to question and explore

contemporary issues in public policy. A particularly rewarding aspect of this course was supervising students on their extended essays, where they analysed a policy of their choice. Providing feedback on their nascent research ideas was a fulfilling experience, allowing me to witness their intellectual growth and development.

In teaching Introductory Micro- and Macroeconomics, I found immense joy in introducing students to economics for the first time. This foundational course allowed me to shape their understanding of essential economic principles, and witnessing their enthusiasm for the subject was incredibly gratifying. It was rewarding to guide them as they navigated new concepts, fostering a sense of curiosity and excitement about the world of economics. Additionally, I returned to my academic roots in teaching Intro Probability and Statistics (Math Camp) to MSc students, where I enjoyed the challenge of presenting mathematical concepts in a way that highlighted their practical relevance in economic contexts.

My teaching philosophy centres around the belief that simplifying complex ideas is crucial to effective learning. I strive to convey enthusiasm and passion for the subject matter, which I believe is vital in inspiring students. I aim to cultivate curiosity in my classroom, particularly in public economics, where students wrote their own essays and engaged critically with the material. In the introductory microeconomics course, I encouraged students to adopt a behavioural lens when critiquing established assumptions, prompting them to think critically and creatively about economic theories. By fostering an environment of inquiry and passion, I hope to empower my students to become thoughtful and engaged economists.

Future Teaching

As I complete my PhD, I'm enthusiastic about the opportunity to dedicate time in my future career to both teaching core economic fundamentals and developing my own courses. My aim is for my curricula to reflect my research approach—combining theoretical and empirical methods to tackle questions that impact people's lives.

At the undergraduate level, I'm happy to teach any courses the department requires. I would also be thrilled to teach Public Economics, Psychology & Economics, or Applied Econometrics at any level. In Public Economics, I would particularly look forward to teaching social insurance topics from a behavioural perspective. In Psychology & Economics, I would introduce students to cutting-edge research areas such as attention, memory, and beliefs, thoughtfully incorporating relevant psychology papers into the syllabus. In Econometrics, I'm confident in teaching a methods course covering modern causal inference methodologies. My research frequently uses these tools, and my mathematical training equips me to effectively teach additional techniques beyond my firsthand experience.

Advisory Experience at LSE and beyond

My advisory experience at LSE has been both fulfilling and impactful, allowing me to mentor students at various stages of their academic journeys. Over my time at LSE, I have mentored

approximately 20 undergraduate economics students, guiding them from their first year through to their third year. It has been incredibly rewarding to witness their growth as they navigated challenges such as managing their coursework, coping with the influence of COVID-19 on teaching, balancing internships alongside university responsibilities, and ultimately making decisions about their specialisations and future career paths. Being a part of their development and seeing them thrive has been a highlight of my teaching and mentoring experience.

In addition to my undergraduate mentorship, I also supported 20 different students in the School of Public Policy during 2023 and 2024. In this capacity, I served as a reassuring presence, helping students feel supported in their academic pursuits. One particularly meaningful experience involved assisting a student who faced a significant personal challenge that required her to pause her studies temporarily. I felt lucky to be able to help her through that difficult time. This experience underscored the value of mentorship and the profound impact it can have on students' lives. I am committed to creating an environment where students feel valued and empowered to navigate their academic and personal challenges as they pursue their educational goals.

Furthermore, I participated in the [Economics PhD Applicant Mentoring Programme (AMP)](), which aims to assist applicants from underrepresented backgrounds in preparing competitive applications for PhD Economics programs. Since the program's inception, I have met with around three mentees each year. One experience stood out to me: a mentee expressed their gratitude for the time I invested in reviewing their application, stating that the information and suggestions I provided were very helpful. Although their application to LSE was not successful, they were offered a place at UCL and accepted it, and we were able to meet in person to share their excitement about starting this new chapter in London. This experience reinforced my commitment to supporting underrepresented groups in pursuing academic careers in economics.