

Teaching Statement

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“Teaching is the art of showing people how to do something, so that they can do it themselves later.” – Edward Thorndike

This Thorndike’s quote captures how I see teaching. My goal is not only to teach students the tools used in solving economic problems but also to shape the way they think. I do this by keeping students **engaged**, using **examples they can relate to**, and relying on **continuous assessment** to give them the opportunity to apply what they have learned. Ultimately, I want my students to begin to “think like economists.”

I have had the opportunity to teach Principles of Microeconomics on my own for five semesters and to serve as a teaching assistant in courses such as Principles of Macroeconomics and Intermediate Microeconomics. These experiences have shaped how I view learning: as a process in which I play an active role by guiding how students approach economics, especially in introductory courses. Through these experiences, I have refined my teaching technique, which is reflected in my evaluations, showing clear improvement over time. I have also learned how to adjust my teaching style to different class sizes and to connect effectively with a diverse group of students

Keeping students engaged with the class materials and the lectures is very important to me. To achieve this, I design my slides so that each concept includes some questions I can pose during class. I also try to learn every student’s name and call on them personally, which helps build a positive and interactive classroom environment. Students respond enthusiastically to this approach, often noting in their evaluations that it keeps them involved. One student wrote, “I think our professor did an amazing job keeping the class engaged by asking questions. This was my first and only professor to remember every student’s name, even though we were in a big class.” Another remarked, “He encouraged attendance and engagement during every class, and asked us lots of questions.” These comments reflect what I value most in teaching: creating a space where students are active participants in their own learning

rather than passive observers. While using this approach, I remind my class that getting an answer wrong is part of the learning process. What matters most is developing economic thinking, and that journey is not always smooth. I make sure to applaud every attempt and, when students go off track, I guide them kindly toward the right line of reasoning.

Another way I encourage students to remain engaged is by creating opportunities for small-group discussion. After covering a major topic, I pose a few questions and have students work together to develop answers. This approach extends the spirit of participation beyond individual questioning, giving students a chance to learn from one another's perspectives. I find this approach especially effective in classes of around fifty students, where smaller discussions make participation easier to manage and allow more voices to be heard.

I tell my students that what differentiates economics from most disciplines is that it can always be applied to our daily lives, and I make sure to demonstrate this early in the semester by using examples they can connect with. For instance, when teaching opportunity cost, I might explain that the opportunity cost of attending class is the next best alternative activity they would have chosen, not every alternative available to them. Using relatable, real-world examples helps remove abstraction from the basic building blocks of economic thinking. I emphasize that this doesn't mean economics is common sense, but that it provides a structured and disciplined way of understanding everyday decisions.

To continuously assess students, I give them weekly quizzes to help them evaluate what they have learned and identify areas where they need to strengthen their understanding. Regular feedback from these assessments keeps them engaged, reinforces key concepts, and builds their confidence in applying economic reasoning to new problems.

I always make myself available to support students as much as I can, even when it means finding time outside of scheduled office hours to answer questions, responding promptly to emails, or providing practice exams that I take time to solve and review. Students often mention this accessibility in their evaluations. One wrote, "Even though everything is answered in class, he is also very accessible outside of class and responds to emails quickly." Another noted, "He would meet with us one-on-one when we couldn't make his office hours,

which was nice.”

Given my experience teaching undergraduates, I am well-prepared to teach a broad range of undergraduate courses, including but not limited to Principles of Microeconomics and Macroeconomics, Intermediate Microeconomics, and Econometrics. I am also flexible and happy to teach any other course that fits the department’s needs. Because I apply econometric methods to answer applied policy questions in my research, I am equipped to teach a wide range of graduate courses as well, particularly in labor and health economics. I look forward to continuing to share my enthusiasm for economics through both teaching and mentorship.