

Statement of Teaching Philosophy

As a researcher of information frictions, I see research and teaching as two sides of the same coin. Good teaching methodology preserves the signal that good research methodology creates. In my teaching, I collaborate with students to not only help them develop technical skills for use in the labor market, but to learn how to approach unfamiliar problems confidently and to understand and apply economic intuition in a variety of settings.

When teaching Principles of Microeconomics at Purdue University, I employed specific teaching methods to accomplish each of these goals. To assist students in developing confidence in tackling unfamiliar problems, I frequently guided students to problem solutions using their own knowledge of course concepts rather than my own. This meant that if a student did not remember a simple equation or heuristic for solving a problem, I showed them how they might derive it from information that they did recall. In the interest of encouraging students to apply course concepts broadly, I focused heavily on the usefulness of economics not only in business settings, but in understanding and predicting human behavior in a wide variety of settings. To this end, I assigned my students an essay in which they were required to use course concepts to describe a setting where nothing is explicitly bought or sold. One student memorably described Donald Trump's 2016 primary election victory as a case of monopolistic competition in which most goods were close substitutes but one was highly differentiated.

I am excited about opportunities to teach a wide variety of courses over my career and hone my teaching skills. A primary takeaway from the course I taught was that while it is ideal for students to be able to arrive at solutions without relying on memorization of tricks and formulas, these same tricks and formulas can serve as useful aids for conceptual understanding and should not be neglected. I am especially qualified to teach upper-level undergraduate, masters, or Ph.D. classes in labor economics, econometrics (theoretical or applied), public economics, and the economics of education. Because my research is focused on informing solutions to real-world problems, I especially look forward to exploring the connections between theory and reality by incorporating contemporary research into any courses that I teach.