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Teaching Statement

I have over six years of experience as an educator, during which I have had the privilege of working with students from diverse backgrounds. My teaching philosophy is centered on fostering an inclusive and engaging learning environment where students can actively participate, develop critical thinking, and apply economic concepts to real-world problems. I aim to cultivate a classroom atmosphere that inspires curiosity and intellectual independence.

Teaching Philosophy

One of the most salient aspects of studying economics is the mindset it fosters for understanding problems. It encourages a systematic approach to decision-making, allowing us to evaluate trade-offs, optimize resources, and anticipate unintended consequences. As an educator, I aim to transmit this mindset to my students. By equipping them with analytical tools, I hope to help them grasp economic theories and apply them to solve real-world problems and make more informed, thoughtful decisions in their lives.

My teaching approach prioritizes clarity, interaction, and the practical application of theoretical knowledge. I tailor my lectures to meet the specific needs of my students and make a concerted effort to ensure each one feels supported in their academic journey. I also recognize the value of visual representations in conveying course material and illustrating complex relationships. The visual and pedagogical aids I provide in handouts have become a highlight in my classes, often drawing students from other sections to attend.

Fostering open lines of communication with my students is another key priority. I believe that creating an environment where students feel comfortable asking questions, sharing ideas, and seeking clarification is essential for effective learning. I make myself readily available through office hours, online platforms, and informal discussions to ensure students can engage with the material outside of class. This ongoing dialogue not only enhances their understanding of economics but also allows me to tailor my teaching to their needs, ensuring they receive the guidance and support necessary for academic success.

Teaching Experience

One of my most significant teaching experiences was serving as the instructor for the "Working with Big Data" course at The University of British Columbia. In this role, I was responsible for developing the syllabus, preparing course materials, delivering lectures, and assessing students through various assignments and projects. The course received positive feedback from over 90% of the students, highlighting the effectiveness of my teaching methods and the overall learning experience I created. My approach emphasized practical applications of data analysis, which equipped students with skills they could apply beyond the classroom.

In addition to my role as an instructor, I have been a teaching assistant for over ten courses, spanning core economic subjects (microeconomics, macroeconomics, and econometrics), applied

microeconomics (development economics), and data science. This experience gave me valuable insights into diverse teaching methodologies and student learning processes. I conducted weekly tutorials, held office hours, graded assignments, and assisted in designing coursework. These tasks deepened my understanding of the challenges students face and further improved my ability to explain complex economic concepts clearly and accurately.

My experiences as both an instructor and teaching assistant have given me a well-rounded understanding of the teaching process. They have strengthened my commitment to fostering student success through thoughtful course design, engaging instruction, and individualized support.

What I would like to teach

My preferred teaching fields at the graduate level are development economics and applied microeconomics. However, at the undergraduate level, I feel comfortable teaching any course in the core of the Economics sequence, including undergraduate econometrics and statistical methods.