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Teaching Philosophie

My teaching experience brought me to the conclusion that what matters the most is helping students construct fundamentals for themselves. To reach that goal, I employ the following three steps: 1) present the materials in a meaningful way that fosters and engages students, 2) develop his ability to reason and make a conclusion based on the resources studied, and 3) enhance the desire to dig deeper and solidify comprehension using analytical skills. Using these steps, I am able and willing to teach the principle courses, econometrics, applied statistics at the undergraduate level, and demand side health economics at the graduate level.

First, Economics could appear to students as a tedious and daunting subject. Therefore, I trigger their motivation and interests by combining the elements of the textbooks with the real world. I explain every economic model with typical daily life experiences, recent news, and scenarios students relatable. Instead of bombarding students with words and concepts just for memorization, I entertain their curiosity and eagerness by showing the importance and usefulness of the theories. When it is possible to make that linkage, it is easier for students to learn and understand the materials. For example, when I start talking about the concept of substitutes and complemented goods, I use a video from a commercial showing how electronics have taken over paper copies. Still, it is not always the case in every situation. Also, when explaining the idea of economic growth and comparative advantages, I like to portray North and South Korea with images of their early start and how they evolve through the years. When I skillfully combine these elements, students are engaged, willing to listen, and find a great incentive to educate themselves.

Second, I believe that my delivery during every lecture should allow students to participate from the start to the end. For instance, at the beginning of each section, I assess the level of students and evaluate their background knowledge of the topic to be discussed.

Throughout the lecture, I incorporate questions for the students to keep track of their progress, help maintain engagement, and evaluate their understanding of the material in real-time. My goal with every student is to empower him to connect questions and theory and develop a logical argument using his analytical thinking tools. This task is not always easy and requires patience and discipline. I remember an experience while I was teaching a data analysis class in my home country. Every student came in with no knowledge of statistical methods and software utilization. My goal was to introduce the concepts and provide enough elements and practical usage of statistical software. I designed every class for students to collaborate with in-class short problem sets with many discussions. It was quite challenging to explain what I could consider fundamental theories. Still, that experience gave me the necessary techniques to effectively teach an introductory econometric or statistics class at the undergraduate level.

Lastly, I provide students with other resources outside the classroom to help them dig deeper and solidify their comprehension. I have available more detailed notes that I post after the class because I recognize that notetaking could be another challenge. I also make myself known and approachable to the students, which is very effective because they can identify with me. For example, that ability has enabled me in the past to provide targeted help to students who are shy in the classroom and improve their confidence in participating in discussions that happen during lectures.

Another proper technique in my teaching is diversity. Seeing how different students react to the same concept and what example could hit home help to solidify understanding. I always think about inclusion and the activities that will engage everyone. I have used during my lecture as a teaching assistant for Applied Statistics and Econometrics at Georgia State small group discussion, think-pair-share, allowing students to express themselves in a comfortable setting before sharing with a larger group. I evaluate the level of my class with at least three exams and provide detailed feedback to each student on their work and what they could do to improve.