Last updated on December 26, 2022

Statement of Teaching Philosophy

This statement reflects my teaching experience during my doctoral studies at the University of Washington. My teaching expertise lies primarily in two disciplines. The first one is economics, particularly macroeconomics, which is also the area of my dissertation research. The second one is statistics, both business statistics and statistics for social sciences – the courses I taught independently and assisted for on numerous occasions, both at undergraduate and graduate level. I also have some teaching experience in other business major fields, like operations management, project management, and decision/spreadsheet modeling.[1]

Here are the key principles that I have been applying in teaching:

1. *Interdisciplinary approach in creating the course content*.

My somewhat unique academic and teaching experience (as an economics Ph.D. student hired to assist teaching statistics and management courses in a business school) has allowed me to master the interdisciplinary approach in creating content for my teaching. While the primary course content is usually set by course instructors, I attempt to augment the material delivered in my teaching sessions with case studies from my economics background, whenever it is possible and appropriate to do so.

Provided I am given the opportunity to design my own course as a teaching faculty, I aim to carry on using this approach in creating the course content. For instance, my goal is to introduce the key statistical tools in intro- and intermediate level economics courses, on top of the standard mathematic tools already applied in teaching the course material. Equivalently, I plan to supplement the topics in a standard graduate-level statistics course with key topics from both micro- and macroeconomics. I am also convinced that my application of this interdisciplinary approach would make my courses more integrated with other related disciplines in the program(s) curriculum.

2. *Continual improvement of my teaching skills based on feedback from teaching faculty and course evaluations*.

I have been privileged to work with a dozen faculty members as part of a teaching team during my time at the University of Washington, both as an assistant and a grader. I have been striving to adopt the best practices from those more experienced teachers in my own teaching, making necessary adjustments under their supervision.

Moreover, I greatly value the feedback I receive from students' course evaluations and always encourage students to submit them, even though the historical response rate for evaluations of teaching assistants is low. I adjust my teaching techniques according to the constructive feedback I receive from the students.

Attention to feedback from faculty and students, and the will to act on it, has allowed me to improve my teaching skills considerably during my graduate studies.

3. Utilization of various tools to create an inclusive environment.

I attempt to apply different tools and techniques, beyond standard lecture slides and handouts, to get the largest possible share of the class actively engaged in the discussion. The illustration of these tools and techniques I used are mentioned in the feedback from students in different courses, I provide some examples of it below:[2]

[1] A table at the end of this statement provides more detail on the range of my teaching experience.
[2] Student evaluations are available upon request.

"I think the matter of his explanations really helped all students. The professor [*me, in this case*] managed to set up his teaching, summaries, and recaps to include different ways to conceptualize and understand the information. I knew this must've benefitted because not only are there business majors with a more humanities approach, there were also a few people in math majors who took this course, and yet we all managed to understand the class material. We also had varying levels of English fluency, and so I think adding more ways to say it really helped others to contextualize what was being said."

"The teacher used fair methods, trying to call on multiple people when one student answered a lot, and by providing many supplementary videos for the Excel portions, always having pre and post lecture slides available, and class being recorded."

"I really like that in one of the classes that Gani used M&M chocolate as an example to teach us to calculate the population frequency." *Three students in Introduction to Statistics (undergraduate course), Summer 2022.*

"Gani's short videos to walk us through StatTools were one of the most helpful parts of any class I have taken at Foster so far. He did an excellent job of walking us through the necessary steps and using examples so we could learn what to do. Gani was highly responsive and receptive to suggestions for improvements to the class and to assignments. Recordings of review sessions were a great help". *Student in Business Statistics (graduate course), Winter 2022.*

"Gani was very interested in providing an organized and welcoming environment, which I greatly appreciated. He wanted to make sure we had time for questions and that his explanations were clear. He was always encouraging us asking questions or voicing our worries if we didn't understand. He was a great TA, always able to discuss course logistics that weren't clear in class." *Student in Statistics for Social Sciences (undergraduate course), Autumn 2020.*

"Gani's willingness to spend time answering individual questions. He is clearly there to help us learn, not check a box". *Student in Decision Modeling (graduate course), Spring 2019.*

"Gani was very good at explaining the things that we have been learning in class in a much simpler way than we had been taught in class. I thought that the class was very intellectually stimulating. It made me think of things that I learned in micro econ on a much larger scale." *Student in Introduction to Macroeconomics (undergraduate course), Winter 2016.*

I am utterly convinced that creating an inclusive environment for a diverse population of students ought to be one of the core ingredients of the teaching mission for an academic institution, and my experience in this context would be a valuable addition in reaching this goal.

4. Integrity and zero tolerance for academic misconduct.

While I seek to create a cooperative, encouraging environment in class, I also prioritize maintaining integrity as one of the fundamental imperatives of the education process. I have zero tolerance for academic misconduct. Following are two examples:

a. A student stopped attending class and turning in assignments after the first few weeks of an undergraduate statistics course. Since my attempts to reach out to the student directly and via the program were not successful, I faced a choice of either assigning the lowest possible passing grade to this student or failing them. Although I was upset with the necessity to fail a student the very first time I taught a course independently, I ended up doing that since the alternative would have been unfair to the students who put effort in the class.

b. I noticed a striking similarity (even spelling errors were identical) in the submitted work that two students turned in for their final exam in a graduate statistics course for which I was the teaching assistant. The exam was set as an open-book assignment to be submitted online, but it was clearly articulated in the syllabus that the exam was strictly individual. I was aware of the academic conduct rules employed by the UW Foster School of Business, but I had never thought that I would face such gross violation during my own teaching! I reported this case to the course instructor, and the program subsequently started the investigation of this case.

Summary of Teaching Experience at University of Washington, 2015-2022

Quarter	Course	Department	UW program	Role	Size	Course Evaluations		
						RR	Median	CEI
2023 SPR	Principles of Macroeconomics (*ECON 2130-01*)	Economics (SU)	*SU ugrd*	I	28			
	Principles of Macroeconomics (*ECON 2130-02*)	Economics (SU)	*SU ugrd*	I	28			
2023 WIN	Business Statistics (*BA 501 A – Stats*)	ISOM	Full-time MBA	TA	48			
	Business Statistics (*BA 501 B – Stats*)	ISOM	Full-time MBA	TA	48			
2022 AUT	Introduction to Statistical Methods (*QMETH 201 AC*)	ISOM	Foster ugrd	TA	37	35%	4.0	5.2
	Introduction to Statistical Methods (*QMETH 201 BA*)	ISOM	Foster ugrd	TA	38	24%	3.6	5.6
2022 SUM	Introduction to Statistical Methods (*QMETH 201 A*)	ISOM	Foster ugrd	I	23	83%	4.1	5.6
	Probability and Statistics (*BUS AN 510 A*)	ISOM	MSBA	TA	40	35%	4.4	5.7
	Probability and Statistics (*BUS AN 510 B*)	ISOM	MSBA	TA	40	45%	4.5	5.6
2022 SPR	Principles of Operations Management (*OPGMT 301 A*)	ISOM	Foster ugrd	TA	79	28%	3.6	4.3
	Principles of Operations Management (*OPGMT 301 B*)	ISOM	Foster ugrd	TA	77	18%	4.1	4.4
	Project Management (*OPGMT 550 A/B*)	ISOM	Full-time MBA	TA	23	17%	4.2	5.2
	Project Management (*OPGMT 550 C/D*)	ISOM	Evening MBA	TA	16	19%	3.9	4.5
2022 WIN	Business Statistics (*BA 501 A – Stats*)	ISOM	Full-time MBA	TA	62	31%	4.6	4.3
	Business Statistics (*BA 501 B – Stats*)	ISOM	Full-time MBA	TA	62	47%	5.1	4.5
2021 AUT	Introduction to Operations Management (*OPGMT 502 A/B*)	ISOM	Evening MBA	TA	54	15%	5.1	4.7
	Introduction to Operations Management (*OPGMT 502 C/D*)	ISOM	Evening MBA	TA	64	19%	4.7	5.2
	Advanced Macroeconomics (*ECON 401*)	Economics	CAS ugrd	G	10	*not set for graders*		
2021 SUM	Probability and Statistics (*BUS AN 510 A*)	ISOM	MSBA	TA	55	38%	4.4	5.3
	Probability and Statistics (*SCM 501 A*)	ISOM	MSCM	TA	39	56%	4.6	6.3
2021 SPR	Statistical Concepts and Methods for the Social Sciences (*STAT 221 AE*)	Statistics	CAS ugrd	TA	30	23%	3.9	4.5
	Statistical Concepts and Methods for the Social Sciences (*STAT 221 AF*)	Statistics	CAS ugrd	TA	29	21%	4.3	5.0
2021 WIN	Business Statistics (*BA 501 A – Stats*)	ISOM	Full-time MBA	TA	58	41%	4.7	4.6
	Business Statistics (*BA 501 B – Stats*)	ISOM	Full-time MBA	TA	50	52%	4.8	4.3
2020 AUT	Statistical Concepts and Methods for the Social Sciences (*STAT 221 AC*)	Statistics	CAS ugrd	TA	30	17%	4.6	5.1
	Statistical Concepts and Methods for the Social Sciences (*STAT 221 AD*)	Statistics	CAS ugrd	TA	30	23%	4.5	5.4
	Principles of Operations Management (*OPGMT 301 A*)	ISOM	Foster ugrd	G	80	*not set for graders*		
	Principles of Operations Management (*OPGMT 301 B*)	ISOM	Foster ugrd	G	80	*not set for graders*		
2020 SUM	Probability and Statistics (*BUS AN 510 A*)	ISOM	MSBA	TA	31	58%	4.5	5.2
	Probability and Statistics (*SCM 510 A*)	ISOM	MSCM	TA	23	43%	4.3	5.4
	Business Decision Models (*MSIS 504 A*)	ISOM	MSIS	G	48	*not set for graders*		
	Business Decision Models (*MSIS 504 B*)	ISOM	MSIS	G	49	*not set for graders*		
2020 SPR	Decision Modeling (*QMETH 505 A*)	ISOM	Hybrid MBA	TA	69	48%	5.0	5.5
2020 WIN	Business Statistics (*BA 501 A – Stats*)	ISOM	Full-time MBA	TA	58	28%	4.5	4.5
	Business Statistics (*BA 501 B – Stats*)	ISOM	Full-time MBA	TA	59	36%	4.7	4.8
	Principles of Operations Management (*OPGMT 301 C*)	ISOM	Foster ugrd	G	80	*not set for graders*		
2019 AUT	Data Analysis (*QMETH 510 A*)	ISOM	Hybrid MBA	TA	71	56%	4.7	5.3

Summary of Teaching Experience at University of Washington, 2015-2022 (*continued*)

Quarter	Course	Department	UW program	Role	Size	Course Evaluations		
						RR	Median	CEI
2019 SUM	Probability and Statistics (*BUS AN 510 A*)	ISOM	MSBA	TA	31	77%	4.1	5.2
	Probability and Statistics (*SCM 501 A*)	ISOM	MSCM	TA	40	28%	4.7	5.7
	Spreadsheet Modeling for Business Enterprise (*BUS AN 507 A*)	ISOM	MSBA	TA	31	42%	4.0	6.0
	Spreadsheet Modeling for Business Enterprise (*SCM 512 A*)	ISOM	MSCM	TA	41	41%	4.5	5.8
2019 SPR	Decision Modeling (*QMETH 505 A*)	ISOM	Hybrid MBA	TA	64	50%	4.8	5.0
2019 WIN	Business Statistics (*BA 501 A – Stats*)	ISOM	Full-time MBA	TA	62	42%	4.6	4.5
	Business Statistics (*BA 501 B – Stats*)	ISOM	Full-time MBA	TA	64	38%	4.2	4.6
2018 AUT	Data Analysis (*QMETH 510 A*)	ISOM	Hybrid MBA	TA	64	50%	4.7	5.2
2018 SUM	Probability and Statistics (*SCM 501 A*)	ISOM	MSCM	TA	45	64%	4.5	5.7
	Spreadsheet Modeling for Business Enterprise (*SCM 512 A*)	ISOM	MSCM	TA	45	53%	4.2	5.5
2018 SPR	Decision Modeling (*QMETH 505 A*)	ISOM	Hybrid MBA	TA	47	57%	4.6	4.8
2018 WIN	Business Statistics (*BA 501 A – Stats*)	ISOM	Full-time MBA	TA	44	*not set by department*		
	Business Statistics (*BA 501 B – Stats*)	ISOM	Full-time MBA	TA	44	*not set by department*		
2017 AUT	Data Analysis (*QMETH 510 A*)	ISOM	Hybrid MBA	TA	47	*not set by department*		
2017 SUM	*Vacation quarter – I did not teach any courses*							
2017 SPR	Statistical Concepts and Methods for the Social Sciences (*STAT 221 AC*)	Statistics	CAS ugrd	TA	30	50%	4.5	4.4
	Statistical Concepts and Methods for the Social Sciences (*STAT 221 AD*)	Statistics	CAS ugrd	TA	30	43%	4.4	4.6
2017 WIN	Business Statistics (*BA 501 A – Stats*)	ISOM	Full-time MBA	TA	63	*not set by department*		
	Business Statistics (*BA 501 B – Stats*)	ISOM	Full-time MBA	TA	63	*not set by department*		
2016 AUT	Introduction to Macroeconomics (*ECON 201 AF*)	Economics	CAS ugrd	TA	44	34%	4.3	5.0
2016 SUM	*Vacation quarter – I did not teach any courses*							
2016 SPR	Economic Analysis of the Law (*ECON 408*)	Economics	CAS ugrd	G	36	*not set for graders*		
	Topics in Financial Economics (*ECON 423*)	Economics	CAS ugrd	G	56	*not set for graders*		
2016 WIN	Introduction to Macroeconomics (*ECON 201 AA*)	Economics	CAS ugrd	TA	49	53%	4.1	5.6
2015 AUT	Introduction to Microeconomics (*ECON 200 AB*)	Economics	CAS ugrd	TA	50	44%	3.7	4.8

Notes:

1. *Quarter*: University of Washington uses a quarterly system (Autumn, Winter, Spring, Summer) in an academic year.
2. *Department*: ISOM is the Department of Information Systems and Operations Management within UW Michael G. Foster School of Business. The Department of Economics and the Department of Statistics are within UW College of Arts & Sciences (= CAS). The Department of Economics at Seattle University is within of Albers School of Business and Economics.
3. *UW Program*: ugrd = undergraduate, MBA = Master of Business Administration, MSBA = Master of Science in Business Analytics, MSCM = Master of Supply Chain Management, MSIS = Master of Science in Information Systems.
4. *Teaching Role*: I = instructor, TA = teaching assistant, G = grader. *As a rule, evaluations are not set for graders in UW*.
5. *Course Evaluations*: RR = response rate (%), median = adjusted combined median of the overall summative rating (on the scale from 0 to 5*, can exceed 5 because of adjusting*), CEI = challenge and engagement index (on the scale from 0 to 7). *Evaluations were not set for my TA sections by DISOM in early quarters.*