

TEACHING STATEMENT

TEACHING PHILOSOPHY

I have three primary objectives as an educator. My first objective is to foster students' academic curiosity in economics and finance. My second goal is to help students develop an intuitive understanding of economic methods of analysis. My last objective is to help students use the skills they have developed during the course in real-world applications and problem-solving. Since the economic environment to which we are all exposed is constantly changing, the emphasis of my teaching philosophy is on methods of analysis, rather than the analysis of selected economic and financial issues. However, I always, wherever possible, use current and past policy issues to illustrate the application of the analytical tools developed in the course to help students understand the strengths and weaknesses of the theoretical models when assessed with real-world phenomena.

My lectures aim to provide students with deeper understanding of economic models with a broader knowledge of the main economic policy issues to which theory applies. I believe in the relaxed classroom atmosphere as the key factor for effective learning. To this end, I always encourage students to engage and ask questions freely to create an open learning classroom environment. I also promote teamwork among students so that they have an opportunity to gain experience from their peers. To support students' active learning environment, I always welcome questions via email and like to make myself available anytime by appointment. In addition, I arrange office hours spread throughout the week during which students can visit my office without an appointment.

While teaching, I always use classroom media, and online education tools and services. I am an advanced user of Blackboard and Moodle. I am an experienced user of various online course management tools for sharing course documents, conducting online assessments, managing grading and attendance, and utilizing real-time internal messaging and communication tools to enhance students' course involvement and active learning in the virtual environment.

TEACHING INTEREST

My primary teaching subjects include Macroeconomics, Money, Banking, and Financial Institutions, and International Economics and Finance. I also instructed various microeconomics courses at both undergraduate and graduate levels, statistics courses designed for Business, Economics, and Political Science majors along with blended courses like Macroeconomics/Microeconomics Essentials for MBAs.

TEACHING EXPERIENCE & AWARDS

I have extensive teaching experience in Economics and Finance (in English) at all levels. I served as sole Instructor teaching minimum twelve credit hours per semester at Melikşah University and worked as a Teaching Assistant during my graduate studies at Vanderbilt University. I instructed two undergraduate courses at Vanderbilt University during the period I was working on my Ph.D. dissertation. I am the recipient of

“Teaching Excellence Award” issued in 2016 by the Faculty of Economics and Administrative Sciences at Melikşah University. Regarding high school level economics, I also have Certificate of Attendance at IBDP (International Baccalaureate Diploma Program) Category 1 Workshop.

TEACHING EVALUATIONS

The table below gives a summary of my teaching evaluations as an instructor and sole teaching assistant for various courses at Melikşah University and Vanderbilt University. Evaluation scales are (1) Poor, (2) Marginal, (3) Average, (4) Good, and (5) Excellent.

	The courses for which I served as Teaching Assistant at Vanderbilt University (5 Pooled)	Instructor for Intermediate Macroeconomics at Vanderbilt University	Instructor for various courses at Melikşah University (4 Pooled)
Overall rating of the instructor	-	4.33	4.14
Effectiveness of the instructor communicating with the class	-	4.66	4.20
Helpfulness of the instructor outside class	-	4.33	4.16
Effectiveness of the instructor in stimulating interest in the subject	-	4.00	4.06
Helpful and responsiveness	4.42	-	-
Knowledge of the subject matter	4.52	-	4.29
Communication in English	4.05	-	-
Performance at review sessions and supervision	4.24	-	-

Selected comments by earlier students:

<i>Serving as Course Instructor:</i>
“He did a good job explaining each topic in a clear and understandable way. Outside of class, he showed genuine interest in the success of his students and had a positive attitude, which made the class more enjoyable. Overall, a very good job.” – Summer 2009, Vanderbilt University
“Great course and a better teacher. He really explained things for me in an understandable way.” – Summer 2007, Vanderbilt University
<i>Serving as Teaching Assistant:</i>

“Halit was a very helpful TA. He always had answers to all the questions and worked very hard outside of class to make sure that he was available for help whenever we needed it.” – Spring 2010, Vanderbilt University

“Halit was the best TA I've had. He understands the subject matter very well and communicates his understanding effectively. He's great at returning emails and always goes out of his way to help. For example, he met with me once outside of his office hours to assist me with a problem set. Additionally, he held a review session at which he stayed more than an hour past its scheduled end time.” – Fall 2009, Vanderbilt University

“Halit is amazing. He really helps to strengthen what we learn in class by reviewing review problems and in-class problems. He is also always in a good mood and happy to help.” – Fall 2008, Vanderbilt University

“Halit was incredibly helpful to me this semester. He was ready and willing to answer any questions I had regarding Econ 232. The best econ TA I've had all four years since I've been at Vanderbilt!” – Fall 2007, Vanderbilt University

“Halit always made himself available to assist students, even if was not during a scheduled meeting or office hours. He also took the time to learn the names and faces of all the students in the class, which was very impressive.” - Fall 2006, Vanderbilt University