

## **Teaching Statement – Konan Hara**

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I commit to four things to ensure students' outstanding educational experience. One is to motivate students to actively learn the topics at hand. Learning something is not necessarily a fun process, and I want to nudge students to take the first step. I structure the course so that students can enjoy the learning experience and create a pleasant ambience that makes students want to come to class. Another is to provide students with an appropriate level of challenge to maintain their interest in learning. I keep the class contents updated and serious. Third, I state the expected learning objectives and grading policies clearly and systematically. Students can easily understand the rules to succeed in class if these rules are transparent and sensible. Lastly, I teach students a way of thinking that will benefit them not only in economics studies but also in their real lives, broadly defined. I highlight intuitions and how to communicate with a general audience about what we have learned. Those intuitions and communication skills will prepare students for various graduate and business careers.

I taught industrial organization as the sole instructor of record at the University of Arizona. I also worked as a teaching assistant for Ph.D. econometrics core courses, health economics, and intermediate microeconomics. At the undergraduate level, I would enjoy teaching industrial organization, health economics, and energy and environmental economics. At the graduate level, I could teach econometrics core courses and field courses for industrial organization, health economics, and energy and environmental economics.

In my sole instructor industrial organization course, I introduced new topics with real-world examples of why those topics are relevant. I chose examples with which students are familiar and discussed the economics and consequences involved in these examples. I encouraged students to participate in the discussion by asking them about the economic issues in the examples and other related examples. Particularly, I emphasized why regulations are necessary in these contexts by presenting environmental and health economics issues. I asked in-class quizzes to check students' understanding of concepts and gave assignments to make sure students could go through the calculations on their own. I always started the class with a review of the previous class, highlighting a few takeaways to deepen students' understanding. As a milestone achievement, I structured the course so that students could work through the process of antitrust authorities assessing a hypothetical merger case using the tools covered throughout the course. I received a remarkable teaching evaluation from students for this course. Students appreciated my course structure and gave me very positive comments overall.

My responsibilities as a teaching assistant for Ph.D. econometrics core courses were to hold review sessions, make answers for problem sets, grade exams, and have office hours. In the review sessions, I explained the most hard-to-understand parts of the lectures and how the concepts we have covered will be used. For the health economics course, I created problem sets and exams with the instructor, made answers for the problem sets and exams, and graded exams.