

As an applied microeconomist specializing in labor, I aim to stir the same sense of curiosity that galvanized me when I was a student to choose economics as a career path. I focus on leaving my students with an understanding of economics in a way that would allow them to apply it to the world and become more engaged citizens. Economics, at its core, is about decision making and trade offs in a world with scarce resources. I have my students using numerous active learning activities. For example, I designed a class activity for negative externalities. I also connect the material to current policy debates.

Imparting these principles on students, who are themselves making constant decisions and trade offs, allows them to eagerly investigate and navigate the world. Moreover, economics can provide a useful toolkit in a world that has never been more connected. Economics could provide students with instruments, like critical thinking and quantitative analysis, building upon their previous knowledge base to guide them into higher levels of thinking and application of topics. Thus, providing students with these tools serves them well in life and their careers.

I taught Urban Economics and Principles of Microeconomics both online and in-person. For Urban Economics, I developed curriculum that covers plethora of topics and incentivizes engagement. I took initiative in creating an inclusive class environment striving to make it a place where students are not afraid of asking questions. Additionally, I cultivated class exercises using relevant examples from the news that would incite lively arguments in order to help students understand the principles of economics. Moreover, I used and developed group games and jigsaw activities on topics such as crime and policing to engage students in a number of important economic ideas. These activities were well received by my students as the following evaluation would suggest “the strengths of this class were the analogical activities we did in order to learn the material better.”

Furthermore, I personally believe that students learn best by doing. Consequently, I dedicated a portion of my class to go over economic exercises and solve them in class with the students. I developed a class where students felt included, participated in discussions, and understood economics. The in-class activities that I incorporated honed the critical thinking and quantitative analysis skills of my students, preparing them for their careers, navigating the world, and the exams.

As an undergraduate students at a large public college, I greatly benefited from professors that ensured their students understood the material, encouraged questions and in-class participation, and went over class material during office hours in order to further push my knowledge. This is why I enjoy teaching economics, a topic that I am passionate about. I teach to share my passion with students and witnessing my students approach the material with their own unique perspectives has given me great joy. My enthusiasm for economics and my desire to aid my students in understanding the material is reflected in my positive teaching evaluations. I constantly work to ensure that they have a deeper understanding of the world than they did before entering my classroom.

Courses Taught and Evaluations

I have taught Urban Economics (Tulane University) and Microeconomic Principles (University of Houston), both online and in-person. Below is a summary of my teaching evaluations from both institutions.

Summary of Quantitative Evaluations

At the conclusion of each semester, students are encouraged to submit evaluations for their enrolled courses. Students rated the overall teaching quality and course quality on a scale of 1 to 5 (with 5 being the highest). The table below presents average scores for my courses along with departmental averages.

Evaluation Statistics (N = 139)

Course	Instructor's Overall Teaching		Course Quality Overall	
	Hadah	Department Average	Hadah	Department Average
ECON3320 (Tulane)	4.51	4.49	4.49	4.51
ECON2304 (Houston)	4.25	4.22	4.2	4.15

Selected Comments from Student Feedback

Professor Hadah is a wonderful professor who is very flexible to his student's needs. Often has long lectures but attempts to keep the class engaged.

The strengths of this class were the analogical activities we did in order to learn the material better. For example, we did the materials trade activity while learning about the impact of trade.

Professor Hadah is clearly knowledgeable on the course material and how to teach it. He made sure that the course was accessible, engaging, and had real-world applications.