Teaching Statement

J. Bradley Eustice*

Teaching Experience

Last year I was an adjunct instructor in the Department of Economics at Brigham Young University (my alma mater) teaching an upper division economics course - Industrial Organization. I thoroughly enjoyed teaching during the Summer term, and I was thrilled to be invited to teach during the Fall semester as well. I was responsible for every aspect of the course and I chose to start from scratch and prepare all my own materials. My experience was both enjoyable and enlightening, and during this time, my love for teaching was confirmed. Class materials and course ratings are available at my website: http://jbradleyeustice.com/teaching/.

Teaching Philosophy & Style

Through my experience as both a student and an instructor, I have come to develop a teaching philosophy and style that can be summarized by the following tenets:

1. *Multiple and varied opportunities for learning*

   In an undergraduate computer science course, I distinctly recall learning about pointers during multiple lectures. Outside of lecture, it was difficult to find useful resources to better understand such a nuanced and vital concept, a concept which easily besets new programming students. I have found that the best form of learning is during lecture and in completing homework assignments. To better facilitate learning, each lecture is referenced to outside resources and made available after class to supplement students' notes. Together with office hours (and TA review sessions), students have ample opportunities and resources to understand the material before an appeal to Google. In addition, providing quality feedback in a timely manner on assignments and exams was always appreciated as a student, and I make it a point to return work by the following class period if possible.

2. *Connecting (and crafting) course material to the "real world"*

   Much of economics involves building simple and useful models of the world in which we live. However, students of economics can easily get lost in complex mathematical proofs and formulas, losing the overall vision of the discipline. I have found that connecting the material, in every lecture, to current events to be especially motivating. As one of my students remarked in the end-of-course review, "Kind of rekindled a fire for economics which had been lost in past semesters." I believe that connecting the course material to the broader world not only solidifies the vision of economics, but stokes the innate curiosity that is essential in any level of study of economics.

3. *Continual improvement and evaluation*

   Even the best prepared courses can become stale with lectures lapsing into rote presentation. I believe that continual course updating and appropriate experimentation can keep students (and faculty) engaged. For example, I finished the required material early to leave the last couple class periods for topics the students were most interested in. By majority vote, each class chose a different topic from a predetermined list. This is a welcome addition that I plan to incorporate in future courses. Additionally, I invited a proven business leader to lecture on a few of the most important things new university graduates should know as they enter the workforce. The majority of the students found this both highly beneficial and supplemental to lecture.

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TEACHING INTERESTS

I am able and interested in teaching a variety of courses in economics and statistics, including:

- Principles of Microeconomics
- Intermediate Microeconomics
- Intro to Probability and Statistics
- Intro to Statistical Theory
- Industrial Organization
- Game Theory
- Econometrics
- Behavioral Economics

With most undergraduate and master's-level students pursuing careers in industry, a rudimentary proficiency of the tools and methods of data analysis is essential. As such, I am interested in developing and teaching courses that allow students to include hard skills on their resume. A few of those courses could be similar to the following:

- Tools of Data Analysis (intro to R, Python, and SQL)
- Applied Machine Learning (machine learning algorithms and techniques in R and/or Python)
- Data Science Lifecycle (data science project from start to finish)

Each of the above courses are related to my research; however, I am open and happy to teach courses outside my research/teaching interests to fill departmental needs.