



Teaching Statement

My goal as an educator is to make the powerful framework of economics accessible and applicable for every student. My teaching philosophy is built on two principles: clarity and learning by doing. I strive to create an environment where students actively develop the analytical skills and confidence to think like economists, rather than passively receiving information.

My first principle is to translate complex economic theories into clear, simple terms. Since the formal language of economics can be a barrier, I act as a translator, bridging the gap between technical jargon and students' everyday intuition. This means teaching in “two languages”: formal and intuitive. For example, while tutoring student-athletes at SMU, I learned to explain concepts like elasticity not just with formulas, but as a measure of “sensitivity” to price changes. This approach helps students from all backgrounds grasp core concepts and build a strong foundation.

Second, I believe learning happens through active engagement. In my classroom, economic principles are treated as tools to be used, not facts to be memorized. When I taught an undergraduate Price Theory course, I dedicated a significant portion of each class to a hands-on workshop. During these workshops, students tackled problems individually or in small groups, while I circulated through the classroom to offer targeted guidance and ask probing questions. At the end, I would go through the entire exercise with them, reinforcing the concepts in a low-stakes environment where mistakes became learning opportunities. This dedicated practice proved crucial for solidifying their understanding and building confidence in their problem-solving skills. Feedback from the course consistently showed that students not only learned more from this format but also enjoyed it more than traditional lectures, validating the power of active engagement.

The most rewarding aspect of teaching is witnessing students' growth and confidence. A highlight was when several student-athletes in my Price Theory course earned perfect scores on the final exam. Their excitement in mastering a subject they found intimidating was a powerful affirmation of my philosophy: when complex ideas are made clear and students actively practice, anyone can excel. Ultimately, my teaching is driven by the goal of empowering students, transforming economics into a practical toolkit that equips them with a lasting ability to analyze the world around them.