



BROWN

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## Teaching Statement

I believe that economics gives us the tools and models to understand institutions and the human behavior that shapes them. I'm excited to show my future students the power of economics as a rigorous social science - as a way to understand the social world and test ways to make it more equitable. It would delight me if a handful of my students walked away each semester with the fire that was ignited in me by my own professors to pursue a career in economics. However, I recognize that not every student I teach will become an economist. Instead, I want the students I teach to walk away feeling equipped with a framework of economic thinking to apply to whatever problems they choose to tackle in their personal or professional lives. To make that happen, my approach to teaching is driven by three pursuits: inclusivity, critical thinking, and relevance.

Students do their best learning when they feel comfortable, seen, and valued. Creating a learning environment in which students feel that way takes intentionality and a commitment to inclusivity. I work to build trust with the students I work with by making sure I am available and responsive to them. I adjust office hours and stay late at sections to give students the time they need. My teaching evaluations often reflect this commitment, as students frequently cite my responsiveness and support in their comments. In addition to building this personal rapport with students, I intentionally build access points for various learning styles into my teaching. At the end of each section, I leave time to review what worked well and what we need to change for the next time. Additionally, I request student feedback through mid-semester course evaluations and use this feedback to adjust my instruction and support. Finally, I work to ensure that I am building my instructional skills to meet the needs of diverse learning styles. I have enrolled in extracurricular courses on public speaking and data visualization to make sure I am communicating clearly across modalities.

I have found that the more I focus on centering students in my support and instructional design, the more comfortable they are to express their perspectives and opinions during my sections and office hours. I make space for this type of discussion in my teaching. It is an engaging and authentic way to internalize course content, but it also gives students the chance to apply the critical thinking that I believe sits at the core of what it means to be an educated citizen.

In addition to encouraging discussion, I am also intentional about designing lines of questioning that prompt students to engage critically with the material. It is not enough for me for students to learn the models that I present. I want them to engage and be critical about their assumptions and limitations. When I present a new model, I take time to ask questions like, "What do these models capture well? What story are they trying to tell? What are the limitations of these models"?

It's not enough for me that my students are able to read the assigned articles and

capture its key points. I want them to be able to recognize the article's fundamental assumptions and biases. I want them to question the sources of the data presented. I plan to make this a core part of my course design. I intend to build problem sets and performance tasks that require this level of critical analysis.

Of course, as an instructor, it will be my job to curate topics worthy of this level of critical thinking. It is not enough to give someone a lens through which to see the world. You have to let them try on that lens and actually look at issues and problem spaces that are relevant to them. I have been particularly inspired by the way that Professor Kenneth Chay has designed his Labor Economics courses at Brown. In both his undergraduate and graduate level courses, students are expected to use the economic tools we learn to evaluate current academic and policy debates. I have been impressed by the depth and nuance of the discussions students can have when you give them the right tools to discuss topics like minimum wage and welfare programs. His class has shaped the way I think about teaching and learning and I would like to emulate this approach in my future courses.

I am prepared to teach a variety of economics classes at the undergraduate level. At the graduate level, I would be eager to teach courses focusing on urban economics, development economics, labor economics, and applied econometrics. I was a Teaching Assistant (TA) for Professor Glen Loury's Race Inequality class and a TA for Gender Inequality with Professor Anna Revenga. I also served as a TA for professor Kenneth Chay in both his undergraduate- and graduate-level classes in Labor Economics. This semester I am working with Stelios Michalopoulos in his Intermediate Macroeconomics course.

Teaching is a fundamental part of my vision of a fulfilling academic career. I want to curate courses that put student perspectives and critical thinking at the center. The most transformative professors and mentors I have had did this for me and that is the legacy I want to uphold and pass on to the next generation of students.

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