

## Statement of Teaching Philosophy

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The most memorable moments of teaching are created from the personal interactions I have with students during lecture, discussion, or outside of the classroom. My teaching philosophy is best summarized by my students, who have commented in course evaluations that they find my approach to be personable. I feel that this word best describes my general approach to teaching, as I emphasize individual and personal interactions with students. This creates an environment where they feel acknowledged and respected, which is crucial for a collaborative and creative teaching experience. In this setting, students can contribute their ideas to create positive and persistent educational outcomes. Students learn better when they are an active participant in their education. For economics courses, I also find students learn best when they can relate abstract economic concepts to real-life examples. I have had the opportunity to apply these teaching strategies in a variety of courses such as principles of microeconomics, macroeconomics, international economics, and econometrics.

I illustrate the usefulness of economics by connecting course concepts to recent news in the form of articles, podcasts, and popular culture. I often recommend podcasts on my course homepage for students, such as “Planet Money” or “The Indicator”. I have found that students enjoy hearing these condensed economic concepts, especially when they relate to relevant course topics. I also connect course concepts to events in popular culture. For example, in a chapter discussion on inequality, I bring up recent statistics from South Korea, which were highlighted in the 2020 Oscars Best Picture Film, “Parasite”. I have found that students appreciate my attempts to relate these concepts to current events and case-studies. During the recent announcement of antitrust cases against tech companies, I designated a part of lecture on monopolies to discuss the non-price effects of firms with market power. These examples are becoming increasingly relevant, and it is important to show students the broad applicability of economic concepts.

I have found that students respond positively to my teaching approach through their evaluation comments. In response to the evaluation question, “What aspects of the course were most useful for your learning?” one student comments, “How he uses real world examples” and another states, “He clearly explains concepts and provides solid examples.” Another student comments, “Gets the class engaged when going over questions. This helps people learn and remember what is going on in class.” Students have had positive experiences in my courses, which is also supported by their evaluations. One student comments, “You were easy to understand and came across very approachable if I ever felt I needed help.” Finally, one student summarizes, “I was nervous to take a course on something I was unfamiliar with, but I feel I have come leaps and bounds with Justin’s help. He made things easier to understand and was great at answering questions. I am graduating in December, and he was the best teacher I have had since coming to Iowa.” I hope to continue striving for teaching excellence in my future career and create positive experiences for students in the classroom.