

Statement of Teaching Philosophy

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My development as an educator requires continual internal reflection paired with discussion of pedagogy with peers and more experienced colleagues. As a lover of economics who teaches students with a wide array of passions, I enjoy the challenge that comes with bringing economic principles to light for students from all backgrounds. Reaching students with broad interests demands humility, however, and to educate them I must continually seek to understand student communication and learning styles.

I am most honored to have won the College of Business *Outstanding Graduate Student Teaching Award* for the 2018-2019 school year. In my four semesters of teaching at Clemson I have worked to create an engaging, respectful classroom environment that is welcoming to students requiring extra work to grasp economic principles as well as those who have a natural inclination towards economic logic. Having the fortune of teaching reasonably small classes, my core methodology combines lectures, group assignments, and interactive problem solving to reach students. Depending on the course being taught and the size of the class, I adjust my core approach.

In my macroeconomics course about two-thirds of the course are lecture days, where I present theoretical grounding and cover the history behind the economic principles taught at the undergraduate level. The other one-third of class days are spent in student-led interactive class time. Student-led classes consist of group assignments in which I am essentially an extra member of each group. While students work through problem sets I observe how they process economic questions, and encourage them to explain their logic to each other when I sense them heading down the right path. This allows me to instill a

sense of confidence in students as they take small steps in knowledge formation. It also allows me to learn how the students are retaining the material.

One of the most valuable traits I seek to impart on students is a sense of ownership and autonomy towards their own academic outcomes. In that light, each semester I find myself reiterating two important facts about my approach to teaching and grading. First, students are not expected to know everything coming into the course, as such I am strongly inclined to reward gradual improvement of work over the course of a semester. Second, I make myself available to students who want to learn the material but need extra help. I do this because I would not be in this position today if my undergraduate professors had not done the same for me.