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Teaching Statement

For two academic sessions while completing my PhD degree in Economics at the University of Strathclyde, I was a graduate tutor providing revision tutorials to undergraduate students in Economics. Some of the classes I tutored include Analysis of Economics Data with R-software, Topics in Microeconomics with Cross Section Econometrics, and Topics in Macroeconomics with Time Series Econometrics. Others include Introduction to Economics, Financial Economics, and Intermediate Microeconomics. I facilitated in-person and online discussions and interactions for different student groups detailing the learning objectives and expectations from the different tasks. Prior to commencing my PhD degree, I have previously worked as an Adjunct Lecturer at the University of Lagos Distance Learning Institute, Nigeria. I also taught classes including Intermediate microeconomics and mathematical economics.

My teaching philosophy is to nurture intellectual growth and support students' personal development with transparency and empathy. This aligns with Bengtson and Barnett's (2020) four pillars of philosophy in higher education: knowledge, truth, critical thinking, and culture. I seek to contribute to the development of students' mental capacity by emphasising creativity and practical scenarios that build a link between their learning within the academic environment and interface with the surrounding world. The main objectives of my teaching sessions as a tutor include improving students' understanding of the courses and augmenting the course lead activities. The core requirement of my teaching activity is related to problem-based learning tasks. My teaching tasks include providing students with an understanding of key concepts and theories, guiding them to use this theoretical understanding and developments to carry out critical analysis and independent work and research, both individually and as a group.

In terms of professional development, I attended the Researcher Development Programme's workshop on Introduction to Teaching for Postgraduate Researchers at the University of Strathclyde. I also attended the "CORE Econ" Economics Network Graduate Teaching Assistant (GTA) workshop. These courses provided me with the requisite knowledge of the appropriate methods for teaching and facilitating learning for undergraduate students. To update my understanding of the core subject areas, I also use teaching and learning resources, and recommendations provided by the university. In addition to consulting these resources before my teaching sessions, they also provide a good reference point during teaching.

I have also participated in assessing and providing feedback to students both on individual and group reports. My students' assessment activity relates to marking their mid-term reports and providing written feedback on what they did right in their reports and aspects that need improvements when writing similar reports in future assignments. I also provide support and feedback to students through weekly office hours wherein students come in with specific questions related to the course materials discussed and sometimes seek clarification on individual and group tasks, which all form part of the course assessments. When I assessed

the students' reports, my aim is to guide them on the subject contents and encourage them through written feedback on aspects they did well and others that require further improvements.

In terms of my teaching feedback, the peer review assessment completed and submitted by the students highlighted that my teaching approach was effective. I also noted that my teaching approach provided opportunities for students to collaborate productively with their peers. In addition, the students also provided feedback and reports through the department's academic mentor (for postgraduate students that teach). Their feedback also showed that my teaching approach facilitated the development of teamwork skills among the students and enabled them to cross-fertilise ideas on developing and conducting research in a team.

I am eager to continue my career in academia. Given my teaching experience, I believe I can contribute effectively to teaching quantitative methods and applied econometrics. I am also able to bring to bear my experience in financial economics. I am prepared to teach courses in applied microeconomics, labour economics, and health economics.

Reference

Bengtsen, S. S., & Barnett, R. (2020). The four pillars of philosophy in higher education. In Oxford Research Encyclopedia of Education.