

Teaching Statement

Teaching is one of the aspects of academia that I am most passionate about. Not only because witnessing students grasp new concepts is inherently satisfying, but because the process of explaining complicated concepts in simple terms increases my own understanding of them.

My teaching philosophy is rooted in my own experience as a student. Throughout high school and university, I found that I gained the most from forming study groups with my friends and peers, learning by discussing problems in small groups and sharing our different approaches and solution methods.

I strive to apply a similar approach in all my teaching activities, by encouraging my students to see their peers as collaborators in their education journey. This extends beyond group work in tutorials and seminars. In my current course *Quantitative Methods in Finance* for example, I encourage my students to approach their peers first with any question about the course material, using a discussion forum set up for this explicit purpose.

Encouraging peer learning does not only help students develop additional skills beyond the scope of the course, such as teamworking and collaborative problem solving, but also aims to address issues of differing learning styles on the side of the students. I appreciate that even with the best intentions and effort, a teacher cannot always cater to the specific learning styles of a diverse student audience. In these cases, peer support can be vital in enabling student learning. My course *Quantitative Methods in Finance* for example, attracts students from a variety of different backgrounds and varying degrees of prior exposure to the subject. For the computer labs where students are doing practical exercises using statistical software, I aim to seat students of different levels of experience with the software near each other so they can help one another more effectively.

I also believe that learning has the best chance of success if it is motivated by intrinsic traits such as passion and curiosity, rather than the extrinsic need of having to pass a specific exam. As my teaching focusses on theoretical and technical topics in Macroeconomics and Econometrics which contain large components of maths and statistics this can at times be challenging. I always try and introduce relevant examples from the real world that help students understand concepts that are otherwise only presented in a purely abstract way. Examples include talking about the economy of illegal drugs when explaining liquidity preference in macroeconomics, or the use of simulations when illustrating the central limit theorem. I have great confidence that my approach is appreciated by students and helps them understand these concepts better, as suggested by some of the feedback I have received:

"In my opinion, the class was exceptional because of interesting examples and easy to follow explanations of the course material. [...]" - Course Evaluation Economics 2B, 2019/20

"Max was really good at explaining concepts at their most basic level, rather than just solving exercises. He provided us with some real life examples as well to help us understand the concepts." - Course Evaluation Introductory Econometrics, 2019/20

In tutorials and seminars, I see my role as facilitating the student's understanding of the topic, rather than just presenting the material. I emphasise student participation, allowing them to reach the solution of exercises by themselves or with assistance from the class or myself.

The tutor explained the concepts in an adequate amount of detail without making anything confusing. He also gave the chance for participation which enhanced learning. This has been the best tutorial I have had with regards to learning things. - Course Evaluation Economics 1B, 2018/19

As I am transitioning to a lectureship role I try and integrate many of the things I have learned teaching tutorials and seminars into my course design, informing my approach to creating lectures, tutorials, class tests and exams. In this I have made sure to exploit recent trends towards more asynchronous and online teaching brought on by the COVID-19 pandemic. I have designed my recent *Quantitative Methods in Finance* course around the idea of a “flipped classroom”. Lectures are replaced with a sequence of short (<20 minutes) video recordings that students can access online. Each video deals with a specific aspect of the week’s material, such as a specific mathematical concept, or a worked example. This allows students to digest the course content at their own pace and enables them to quickly access specific topics should they need a refresher. As a result, most contact hours are spent in seminars and computer labs, where students learn by solving pre-set exercises in small groups to deepen their understanding of the course material.

The students are encouraged to use the module’s online presence in an active fashion rather than just a passive repository of lecture material. I have instituted discussion forums for every part of the course, where students can discuss the content of lectures and seminars, ask questions, and leave feedback. Feedback is very important to me, and I encourage students to let me know how they feel about my course on a regular basis. For my modules I have instituted weekly feedback surveys, where students can leave anonymous feedback on the course content of that week, in order to allow me to retroactively address any perceived issues and help adapt my delivery of upcoming content.

I believe that I am open to feedback from students about my teaching and willing to adapt my approach to help them achieve a better learning experience. After teaching my first tutorials in 2018/19, feedback suggested that students would like additional time to help them understand the material presented to them in the tutorials. When I taught the same classes again the next year, I started writing up additional solutions to the seminar questions provided by the lecturer and made these available to my students on my website. The positive reception of this change was reflected in more positive evaluations at the end of the course and some narrative feedback.

I am interested in learning more about different teaching styles and techniques in order to improve my own teaching both in terms of content and delivery. At the moment I am particularly interested in exploring new opportunities in teaching created by the move to a more online and more technologically enabled learning environment, such as different forms of hybrid and asynchronous delivery of lectures and tutorials; different modes of student participation and engagement online and in person; and methods to integrate continuous and dynamic feedback.

My teaching interests are focussed on courses where students use quantitative tools and methodologies to answer relevant questions involving real world data, such as applied economics, econometrics, or data science.

Teaching Evaluations

In the following I attach my most recent teaching evaluations. The evaluations cover the courses “Economics 1B”, “Economics 2B” and “Econometrics 1” (Honours), for which I was a GTA at the University of Glasgow during the 2019/2020 academic year.

Note that I also taught courses during the spring term of 2022, namely “Introduction to Alternative Perspectives in Economics”, “Introductory Statistics for Economics” and “Public Economics” (Honours). However, as was University policy at that time, no systematic evaluations of tutorials were conducted. However, I was specifically mentioned in the general course evaluation of the course “Introduction to Alternative Perspectives in Economics”:

“One GTA (Max Schroder) was also specifically mentioned for his thoroughness, his facilitation of participation in discussion, his prompt responses to queries.” – Survey and Response Document

Tutorial

Economics 2B (NC-ECON2002_TU01-TU02 & TU11-TU13 (19/20))

No. of responses = 5 response rate 7%



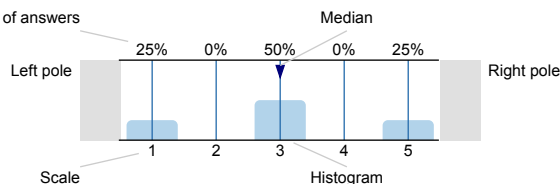
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Survey Results

Legend

Question text

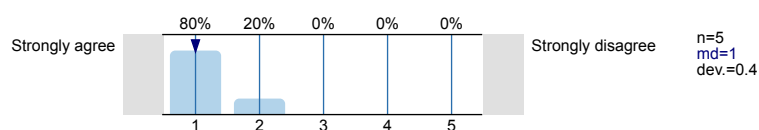
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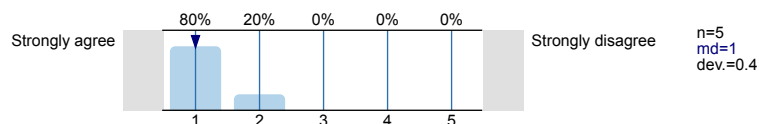
n=No. of responses
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Core Questions for Tutorials

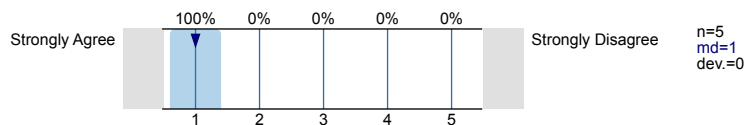
1.1) The tutor explained things well



1.2) I am satisfied with the overall quality of the class



1.5) The tutor was well prepared



Comments Report

1. Core Questions for Tutorials

1.3) What was good about the class?

- In depth explanation of the models
- In my opinion, the class was exceptional because of interesting examples and easy to follow explanations of the course material. After the tutorials, everything always started to make sense. Also, the additional tutor's solutions were beneficial when later going through the same exercises. Thank you very much!
- Max explained concepts concisely and was always keen to stay behind and answer questions/talk about the course. He was always prepared for the tutorials and often prioritised the trickier questions which is very appreciated.
- Max was a really great tutor. I appreciated all of the extra material for the tutorials.
- Well explained

1.4) How could this class be improved?

- More allocated time for general questions
- More hours! Huge help with the course material.

Tutorial

Econometrics 1 (NC-ECON4003_TU01-TU03, TU09 & TU12-TU13 (19/20))
No. of responses = 25 response rate 28.1%

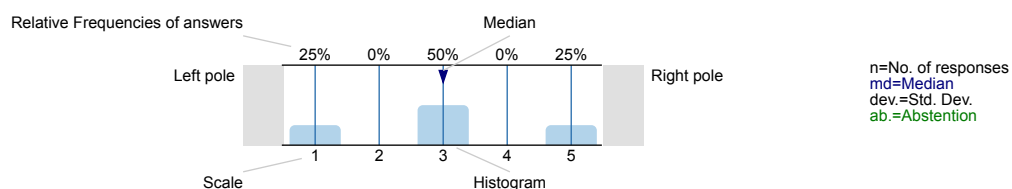


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Survey Results

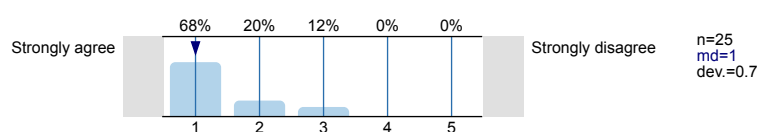
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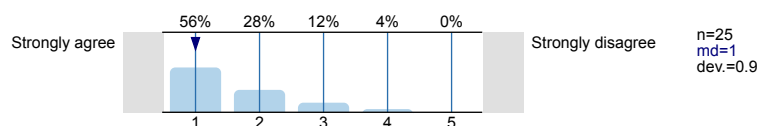


1. Core Questions for Tutorials

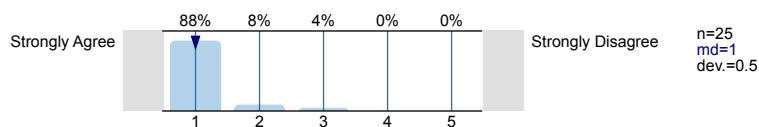
1.1) The tutor explained things well



1.2) I am satisfied with the overall quality of the class



1.5) The tutor was well prepared



Comments Report

1. Core Questions for Tutorials

1.3) What was good about the class?

- Clear concise and interesting class. Effort clearly put in by tutor, made it engaging.
- Good description
- I gained a good understanding of concepts that I did not fully understand in class.
- I wish Max was my lecturer for this subject
- Interesting concepts discussed.
- It was quite practical
- Max does a good job of explaining the economic intuition behind the work that we do, rather than just explaining the maths. Helps make the class more interesting.
- Max was really good at explaining concepts at their most basic level, rather than just solving exercises. He provided us with some real life examples as well to help us understand the concepts.
- The tutor was well prepared and extremely good at teaching.
- Tutor explained things well and answered questions. Also gives us more detailed answers online at the end of the week which is useful
- Tutor has specified almost everything.
- Tutor was approachable for any issues and always offered to clarify where things were not understood the first time.
- Tutor was very good and engaging
- Using real life examples and trying to explain things in a clear way
- explains everything very well
- the teacher made the class fun
- tutor is great

1.4) How could this class be improved?

- It's good.
- Leave more time for questions and makers pen should be improved
- Making sure time is managed more effectively
- More time spent discussing concepts as there is a lot of maths involved within the course and it is unclear when explanations are rushed due to the time constraints
- No faults.
- Slowly
- Sometimes the tutor would ask questions where it wasn't exactly clear what answer he was looking for, quite open ended. Maybe more specific questions?
- The lab teacher was quite boring. He also had a very slow pace.
- Tutor could focus tutorial on those questions which were especially challenging as often ran out of time when attempting to complete all the questions.
- Tutor had a habit of spending too long on Q1a and then rushing through the other questions. Would be helpful for time to be spent equally on the questions, particularly as the later ones were often harder
- make the tutorial questions a bit more difficult
- too slow. always takes longer than supposed to and does not have time to go through all the questions.

Tutorial

Economics 1B (NC-ECON1002_SM10, SM12 & SM22 (19/20))
No. of responses = 9 response rate 27.3%



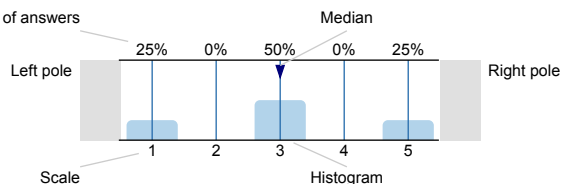
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Survey Results

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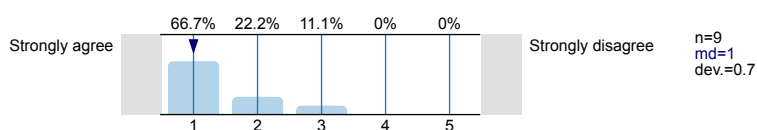
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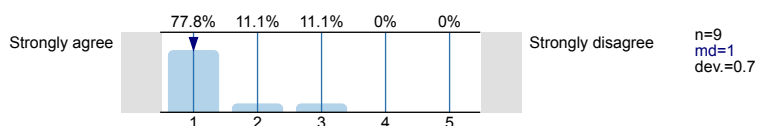
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1. Core Questions for Tutorials

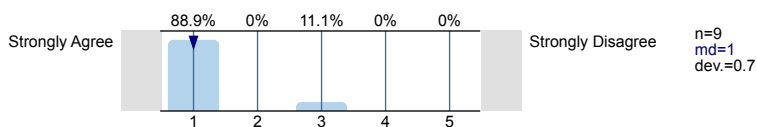
1.1) The tutor explained things well



1.2) I am satisfied with the overall quality of the class



1.5) The tutor was well prepared



Comments Report

1. Core Questions for Tutorials

1.3) What was good about the class?

- Good interaction
- Helpful
- The economics tutorials were very well explained. I liked my tutor, and all the exercises were stimulating!
- The lecture notes are good summary's of the key Macroeconomic concepts.
- The tutor always took time to go over the material in depth, and instead of dictating the correct answers immediately took time to consult the students on the conclusions they had reached and then took pains to ensure they understood how the correct answer would be reached if their initial response was incorrect.
- The tutor was helpful and always ready to explain and discuss things if something was uncertain.
- Tutor was very informative

1.4) How could this class be improved?

- In some instances the questions were not worded with clarity and phrasing could be revised, this would help to make the process smother.
- Less questions
- Math tutorials were okay. Lectures were very confusing and definitely did not help with the practice at home.
- More abstract concepts added into the course with additional real life examples.
- More than 1 maths lecture a week
- No need for improvement.