

Teaching Philosophy

My teaching philosophy is built on three main pillars: *empathy-driven teaching*, *active engagement through practical applications*, and *simplifying complexity through incremental learning*. Together, these principles shape my approach to fostering a supportive and effective learning environment for students from a variety of backgrounds. My dedication to achieving and advancing these objectives is evidenced by the “**Excellence in Teaching Award**” I have received from the LSU Department of Economics.

The first pillar, **empathy-driven teaching**, focuses on understanding the unique challenges faced by less privileged, minority, and international students. I put myself in my students’ shoes by considering the different backgrounds they bring into the classroom. For instance, I acknowledge that some students may have had limited access to economic education or face language barriers that can make complex concepts more daunting. By using various examples and avoiding overly technical jargon, I strive to make the material relatable and accessible. I also encourage an open atmosphere where all students feel comfortable asking questions, which is especially important for those who might feel marginalized or hesitant to participate. At the same time, I maintain high expectations and design my courses to intellectually challenge all students, encouraging them to stretch their analytical thinking and develop rigorous economic reasoning. This balance of empathy and academic rigor ensures that students from different backgrounds can engage with the content confidently, while being pushed to reach their full potential.

The second pillar, **active engagement through practical applications**, involves connecting economic theories to real-world events and situations. I use current economic data and news to illustrate core concepts, which helps students see the relevance of what they learn. For instance, when discussing labor markets or monetary policy, I draw on examples that echo students’ varied life experiences, such as job market challenges or the impact of inflation on household budgets. To further enhance relatability and maintain student interest, I incorporate examples from TV shows, comedy sketches, and other forms of popular culture. This makes abstract material more accessible and creates a more engaging and enjoyable classroom experience. Ultimately, this approach empowers students to apply their learning to real-world issues that affect their lives and communities.

The third pillar, **simplifying complexity through incremental learning**, pertains to breaking down difficult topics into smaller, more manageable parts. I begin with basic concepts, gradually building up to more complex theories. For example, when teaching macroeconomic models, I start with intuitive analyses before proceeding with more formal mathematical and graphical representations. This method is particularly effective for students that may have varying levels of prior knowledge. Furthermore, I make myself readily available to students through extended office hours and regular one-on-one sessions, dedicating extra time to address individual challenges and reinforce key concepts.

These pillars have shaped my teaching experience, resulting in improved student engagement and comprehension. I continue to seek ways to enhance my teaching methods to meet the diverse needs of my students and establish a lasting positive influence on their future learning and life experiences. While I am committed to teaching a variety of courses, I firmly believe that I am qualified to teach Principles of Microeconomics and Macroeconomics, Intermediate Microeconomics and Macroeconomics, Labor Economics, Economics of Immigration, and Econometrics considering my teaching and research backgrounds.

Teaching Experience and Evaluations

The following outlines my experience as a course and tutorial instructor, along with student evaluations for various undergraduate courses. At Louisiana State University (LSU), I currently serve as the course instructor for “Principles of Macroeconomics.” I have delivered this course in both in-person and online formats to over 150 students each semester since Fall 2022.

Moreover, I have experience as a tutorial instructor for “Economic Principles,” tailored for non-Economics and non-Business majors, in which I conducted recitation sessions and held regular office hours between Fall 2020 and Spring 2022.

I also served as a teaching assistant (TA) for “Principles of Macroeconomics (Honors),” “Money, Banking, and Macroeconomic Activity,” and “Aggregate Economic Analysis” in Fall 2019 and Spring 2020. My TA duties have included grading, preparing solution keys for assignments, holding regular office hours, proctoring exams, and maintaining class records.

Tables 1–3 summarize my official tutorial instructor and course instructor evaluations. Full evaluations are available upon request.

TABLE 1: Course Codes and Descriptions

ECON	Level	Description	Role
2010	Undergraduate	Principles of Macroeconomics	Course Instructor
2030	Undergraduate	Economic Principles	Tutorial Instructor

TABLE 2: Summary of Evaluations from Students

Semester	Course	N	Score 1 ^a	Score 2 ^b	Score 3 ^c
			Mean (out of 4)	Mean (out of 4)	Mean (out of 4)
Fall 2021	ECON 2030	7	3.6	3.4	3.4
Spring 2022	ECON 2030	10	3.6	3.6	3.6
Fall 2023	ECON 2010	19	3.7	3.2	3.5
Spring 2024	ECON 2010	16	3.8	3.5	3.5
Summer 2024 (Online)	ECON 2010	14	3.1	3.1	3.1
Fall 2024	ECON 2010	8	3.3	3.0	3.0
Spring 2025 (Ongoing)	ECON 2010	<i>Evaluations not yet tabulated</i>			

Notes: ^a Score 1: “The instructor was prepared for class.” ^b Score 2: “The instructor stimulated interest in the subject.”

^c Score 3: “Overall, the instructor was effective as a teacher.”

Numeric conversion is 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

TABLE 3: Select Comments from Students

Course	Comment
ECON 2010	<i>"I loved the way he teaches the course and how well prepared he was for the class. The review and handwritten notes were the best part of the class and the effective way to grasp the material."</i>
ECON 2010	<i>"[He is] very interested and knowledgeable of the subject matter, [and he] clearly loves this subject. [He] made me more interested in the material."</i>
ECON 2010	<i>"He was very interested in the topic, which made every lecture enjoyable. He was always trying to get us as students to answer questions and further our thinking about the economy. He provided us with great examples but also good practice questions that help us get ready for the exams but also understand the economy better."</i>
ECON 2010	<i>"He cared about his students! Also, funny! Test reviews were very helpful."</i>
ECON 2010	<i>"I liked that you can tell he is passionate about the subject and that he held high expectations for us. He motivated us to do better on exams based on previous scores."</i>
ECON 2010	<i>"I liked how he gives us multiple practice problems in class that are very helpful when taking exams. Prof. Zeynalli knows the material he is teaching very well and he is the reason I have done well in this class."</i>
ECON 2030	<i>"Murad was extremely professional and organized, and efficiently went over the material, and was available for questions during the tutorial sessions."</i>
ECON 2030	<i>"He was very detailed and thorough in his explanations for questions and made sure everyone understood the answers to problems."</i>
ECON 2030	<i>"[He] explained the concepts well and even switch[ed] around the questions to help us understand the possibilities. He was helpful in office hours as well and easy to reach out to through email if I had any questions."</i>
ECON 2030	<i>"I liked how he would thoroughly answer people's questions."</i>