

TEACHING STATEMENT

EXPERIENCE

Teaching has been a valuable part of my time as an academic at the University of Michigan and Johns Hopkins University. My teaching experience includes many different roles - instructor, trainer, and mentor.

I was a ***Graduate Student Instructor (GSI)*** for four years, teaching Introductory Microeconomics and Macroeconomics at the undergraduate level and Statistics and Data Analysis at the graduate level. I taught weekly discussions and lab sections in traditional classroom formats, as well as online. These sections of around 30 students were an interactive and personalized setting for students to engage with the class material. For two of these years, I was ***Head GSI***, organizing and leading the team of six GSIs assigned to a course of over 300 students. I also had the opportunity to teach Introductory Microeconomics and Introductory Macroeconomics as the ***Primary Instructor***. I was responsible for designing and delivering all course content - from creating the syllabus to submitting grades. Based on my teaching experience and performance, I was selected to serve as the ***Graduate Student Mentor (GSM)*** for the department of economics. In this role, I trained 20 new GSIs and mentored a pool of 80 GSIs to be effective teachers.

PHILOSOPHY

This range of experiences has helped me develop my teaching philosophy based on the following central themes.

1. Teachers should always be invested in their students' learning and success.

This statement may seem obvious, but in many settings, it does not hold true. For some instructors, teaching is not a priority but a burden forced upon them. As a student, I experienced the frustration of being taught by instructors who had no interest in my learning. Students can always tell when instructors are not fully committed to them. It is incredibly demotivating, especially for students already struggling in the class.

My goal as a teacher is to support my students in achieving their goals. I set this expectation about my role with my students and reinforce it many times. This accountability significantly changes classroom dynamics. Students see me as an aide instead of a disinterested authority figure. They are more willing to discuss their challenges with me and understand that we can work jointly to address them. Better communication improves my teaching and my students' learning. I also emphasize this idea when training new GSIs. Teaching is a much more rewarding experience for everyone when instructors focus on their students' success. It requires effort, but the results always show.

2. Given the proper support, all students can excel in class.

Some students believe that excelling in economics requires innate skills. These students think that they will always struggle in such courses because they are not the economics or mathematics "type." Some teachers also reinforce this idea. As a result, students become discouraged, avoid taking economics courses, or stop putting in the effort. This negative approach disproportionately affects marginalized students and contributes to the lack of diversity in the profession.

I have always challenged this idea and believe that economic and analytical thinking is a skill that can be taught and learned. If students struggle in class despite putting in the effort, teachers need to

reconsider their instruction and evaluation methods. To address such concerns, I survey students at the beginning of the course to understand their baseline math skills. Based on their responses, I share learning strategies and material to ensure they can access the right tools to succeed. I repeat this exercise a few times to get feedback on areas where students need more support and emphasis.

3. Economic tools are applicable in many diverse situations.

The greatest selling point of economics is its broad applicability, from health and education interventions to designing markets and auctions. I highlight that economic tools are used to address a range of social and policy issues. I ask students to apply the concepts they learn by linking them to present news articles from popular media sources. I find that students engage with the material more actively and are more likely to pursue advanced economics courses when they see its practical applications

INTERESTS

I am interested in teaching courses based on my research interest and teaching experience. I am, of course, also happy to teach any courses that best meet departmental needs.

- Introductory/Intermediate Microeconomics - Undergraduate
- Introductory/Intermediate Macroeconomics - Undergraduate
- Data Analysis/Program Evaluation/Causal Inference - Graduate and Undergraduate
- Development Economics - Graduate and Undergraduate
- Public Economics/Public Finance - Graduate and Undergraduate
- Labor Economics - Graduate and Undergraduate
- Any courses based on departmental needs