Teaching Statement | Paul Le Tran[1] | November 2025

1 Teaching Philosophy

As a student of economics for over a decade, the field has always fascinated me by how its methods, models, and tools have allowed me to better and more deeply understand the world around me. The economic mindset has fundamentally changed how I approach problems and make decisions. With how transformative this field has been for my life, I believe my career in teaching economics is only successful if I am able to foster this thinking in my students.

Inspired by my professors at Pomona College, my teaching philosophy is built upon three pillars: providing students with a solid understanding of economic tools and concepts for heterogeneous learners; encouraging learning outside the classroom by connecting materials to real-world phenomena; and establishing a strong, open line of communication. I have put this philosophy into practice as an Assistant Instructor for Introduction to Macroeconomics at the University of Texas at Austin, where across three semesters I have earned an average student evaluation score of **4.6 out of 5.0**[2].

2 Teaching Experience

In my classroom, I employ a multi-faceted approach to foster a conducive learning environment. To ensure a solid understanding for diverse learners, I craft slides that summarise key textbook details and integrate step-by-step technical examples, such as showing the effects of shocks to the Aggregate Demand-Aggregate Supply model. This approach helps students grasp difficult material, with one noting I was "excellent at explaining the concepts in an understandable way". To make macroeconomics relevant, I connect course material to current events, from discussing recent GDP reports to analysing the Federal Reserve's communication strategies. Students have found this valuable, stating they "learned a lot about the intersection of policy and macroeconomics that [they] will take beyond this course". Finally, to foster open communication, I use low-stakes gamified Kahoot quizzes to encourage peer collaboration and ensure my availability through accessible office hours and email.

3 Teaching Interests

I am prepared to teach core macroeconomics, microeconomics, and econometrics at the undergraduate level, with a preference for the macro sequence. Building on my own research interests, I would be particularly excited to develop an upper-elective course at the intersection of macroeconomics, machine learning, and text analysis. This course would teach valuable empirical methods, including sentiment analysis and topic modelling, to equip students with modern tools for their academic pursuits using non-traditional data such as text.

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[2]I do not yet have evaluations for the current Fall 2025 semester.