

Teaching Statement | Paul Le Tran¹ | September 2025

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 thought process 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 4.6/5.0 from 216 students.

Teaching Experience

In my classroom, I foster an environment conducive to learning by employing a multi-faceted approach. 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 “quite excellent at explaining the concepts in a simple and understandable way”. To make macroeconomics relevant, I explicitly 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 that they “learned a lot about the intersection of policy and macroeconomics that [they] will take with [them] beyond this course”. Finally, to foster open communication, I use low-stakes formative assessments like gamified Kahoot quizzes to encourage peer collaboration and ensure my availability through accessible office hours and email.

Teaching Interests

I am prepared to teach both introductory and intermediate macroeconomics and microeconomics, with a preference for the macroeconomic sequence. Building on my own research interests, I would be particularly excited to develop an undergraduate 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 future careers and academic pursuits. It is the transformative impact of learning and applying economics that I am eager to continue fostering in my students.

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