Teaching Statement

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Teaching is the effort to guide others towards independent discovery. Our main objective as mentors or educators is not simply to share "well-established" facts, describing models of social phenomena. Instead, the goal is to provide the necessary tools so that others can obtain new insight. This insight is obtained by deriving the implications of premises that are provisional in nature. By definition, only once students are able to independently go through this process can it be said that they can critically analyze social phenomena.

Because of this, teaching is an essential aspect of the scientific effort to collectively create knowledge. When instructors provide a model of the social world, they are ultimately exposing that model to the variety of premises brought upon by students. These premises might conflict with the instructor's original assumptions. By jointly testing these assumptions against each other, the instructor and the student arrive to a new shared description of the world that is accepted by all parts. In practical terms, the process of teaching is an opportunity for instructors and students to develop the ideas that may later be either put in practice or be scientifically tested.

I have been fortunate to be exposed to this process throughout my academic career. I've had the opportunity to teach courses in undergraduate level quantitative analysis in political science. At the time, I had to engage with teaching basic statistical concepts to individuals that potentially had never been exposed to mathematics or causal inference before. This meant, that it was crucial to present each concept in a ways that focused only on their essential components. By first providing an intuition for *what* exactly are confidence intervals or for how the central limit theorem work, I could then move on to discussing the formal arguments from which both come.

At the same time, this process refined my own understanding and intuition. Every question that went unanswered in a session represented an opportunity to better understand the concepts required to answer that question in a future opportunity. Just like exposing research projects to academic seminars is essential for improving them, exposing your knowledge to students who are trying to learn a new concept is necessary for refining it.

I also served as a course assistant for the MBA course *POLECON 231: Strategy Beyond Markets* at the Stanford Graduate School of Business (See one course evaluation attached). This meant that I had to mentor and support both early and mid-career students who already had significant training in their fields and who each came to the classroom with their own set of worldviews about the world. Some students had a wide set of experiences in the public sector while others had dedicated the last 5 years of their career to manage, for example, a biotechnology startup company. Adapting my teaching approach to each individual's background was key in supporting students' understanding of class lessons.

Finally, through extensive field work, I've had the pleasure of mentoring several research assistants and training a large team of over sixty enumerators. As such, I had the responsibility to supervise and mentor individuals who had to "learn by doing" tasks associated with our common projects. These tasks varied from implementing power analysis for a randomized controlled trial to correctly asking complex questions to respondents as part of a survey experiment. By welcoming the expertise and knowledge that each individual brings to the table, I would be better able to design proper tasks that included all of the relevant information and that made sense given the setting in which they were implemented. Furthermore, by providing clear examples of what was required, others became able to perform their tasks using those examples as goalposts. In all cases, providing clear information and remaining open to ideas from the rest of the team was key in ensuring good teamwork between all parts.

At the undergraduate level, I am well-equipped to a variety of courses, including but not limited to those in Statistics and Econometrics, Public Economics, Development Economics, and Political Economics, as well as introductory courses on Microeconomics. At the graduate level, given my academic background, I feel comfortable teaching first-year Ph.D. courses in Development Economics and Public Economics, as well as courses in Experimental Methods.
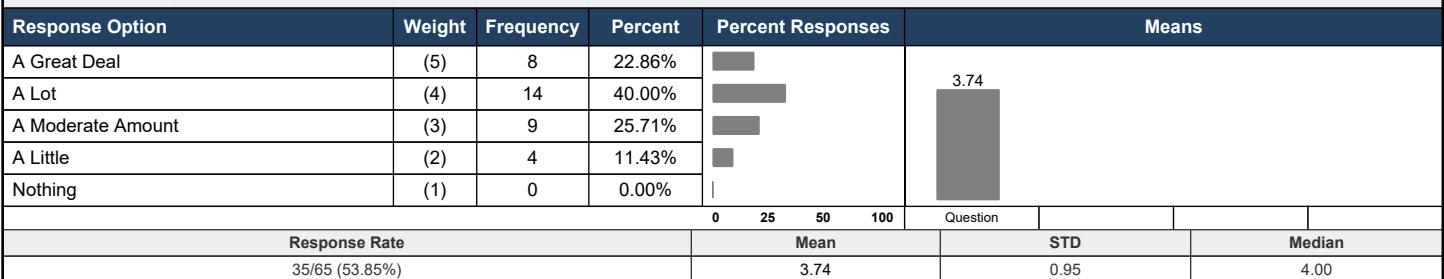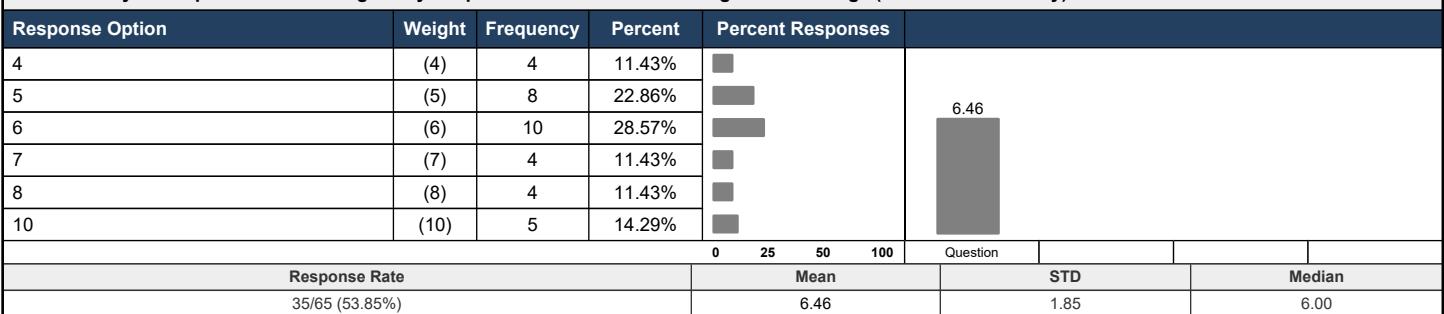
Course:	W25-POLECON-231-02: STRATEGY BEYOND MARKETS
Instructor:	Katherine Casey
TA:	Pablo Guzman Lizardo * ,Chris Beckmann,John Onderdonk
Response Rate:	35/65 (53.85 %)
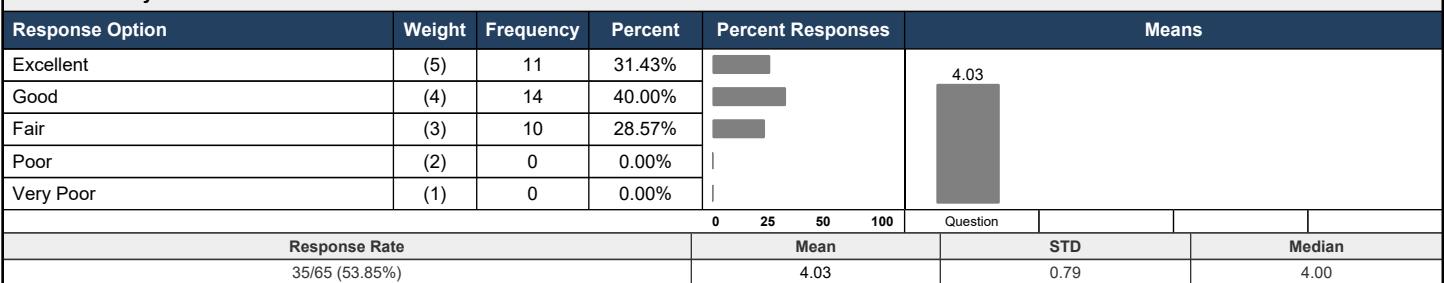
1 - How much did you learn from this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Great Deal	(5)	8	22.86%		
A Lot	(4)	14	40.00%		3.74
A Moderate Amount	(3)	9	25.71%		
A Little	(2)	4	11.43%		
Nothing	(1)	0	0.00%		

Response Rate	Mean	STD	Median
35/65 (53.85%)	3.74	0.95	4.00
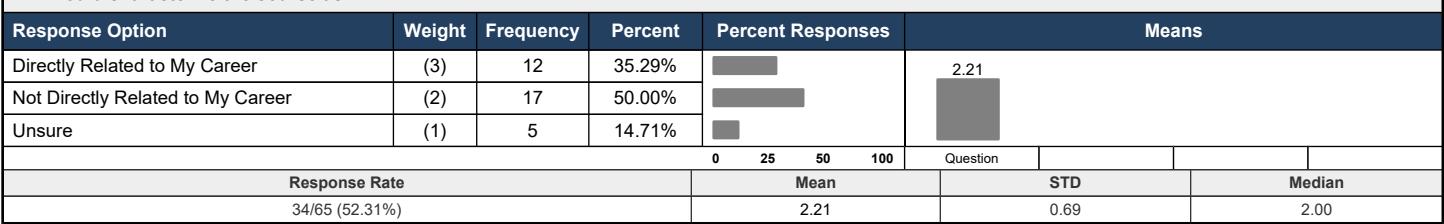
2 - How many hours per week on average did you spend on this course including class meetings (whole numbers only)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
4	(4)	4	11.43%		
5	(5)	8	22.86%		
6	(6)	10	28.57%		6.46
7	(7)	4	11.43%		
8	(8)	4	11.43%		
10	(10)	5	14.29%		

Response Rate	Mean	STD	Median
35/65 (53.85%)	6.46	1.85	6.00
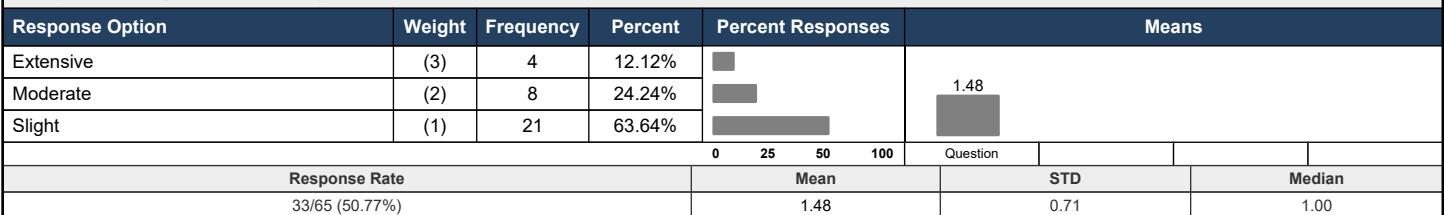
3 - How would you rate the course content overall?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	11	31.43%		
Good	(4)	14	40.00%		4.03
Fair	(3)	10	28.57%		
Poor	(2)	0	0.00%		
Very Poor	(1)	0	0.00%		

Response Rate	Mean	STD	Median
35/65 (53.85%)	4.03	0.79	4.00
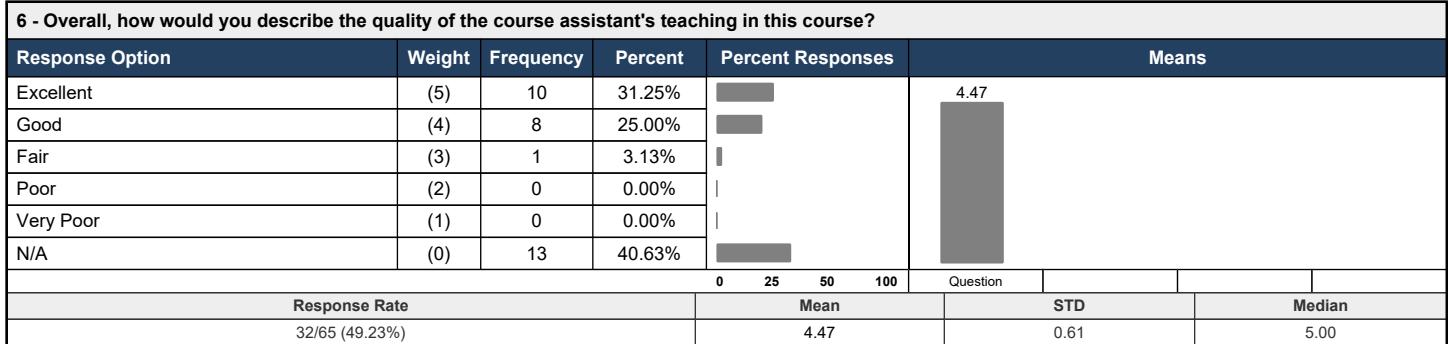
4 - I would characterize the course as:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Directly Related to My Career	(3)	12	35.29%		
Not Directly Related to My Career	(2)	17	50.00%		2.21
Unsure	(1)	5	14.71%		

Response Rate	Mean	STD	Median
34/65 (52.31%)	2.21	0.69	2.00

5 - My prior background in the subject is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Extensive	(3)	4	12.12%		
Moderate	(2)	8	24.24%		1.48
Slight	(1)	21	63.64%		

Response Rate	Mean	STD	Median
33/65 (50.77%)	1.48	0.71	1.00

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Response Rate:	35/65 (53.85 %)

6 - Overall, how would you describe the quality of the course assistant's teaching in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	10	31.25%		4.47
Good	(4)	8	25.00%		
Fair	(3)	1	3.13%		
Poor	(2)	0	0.00%		
Very Poor	(1)	0	0.00%		
N/A	(0)	13	40.63%		

Response Rate	Mean	STD	Median
32/65 (49.23%)	4.47	0.61	5.00

7 - Please comment on the course assistant with regards to effectiveness and attitude toward students. What are their strengths as an instructor? What suggestions do you have for improvement?

Response Rate	3/65 (4.62%)

• Was nice and communicative.

• Great feedback

• Very friendly and warm