

Teaching Statement

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My teaching journey spans six prestigious institutions across three continents—from the Indian School of Business to Universidad Carlos III de Madrid, including the University of Wisconsin-Madison, ICPSR Summer Program, University of Mumbai, and Nalanda University. As a teaching assistant, I supported multiple courses that blend economics and quantitative methods: Understanding Political Numbers, an introduction to data analysis and econometric techniques using R (3 semesters); Research Methods focusing on causal inference and statistical analysis for advanced undergraduates (1 semester); Managerial Economics for MBA students covering microeconomic theory and applications (2 semesters); and Game Theory for graduate students exploring strategic interactions and economic behavior (1 semester). My responsibilities included grading assignments, leading weekly recitations, and conducting office hours. During the COVID-19 pandemic, I gained experience adapting content and teaching to both synchronous and asynchronous online delivery. Although graduate students do not typically serve as mentors, I participated in the Undergraduate Research Program Mentor program at UW-Madison, guiding students pursuing careers in economics, data analysis, and policy research.

Since completing my PhD, I have taught courses such as Introduction to Data Analysis and R, Mathematics for Social Scientists, and Microeconomics. These positions have provided invaluable experience in curriculum design, lecture delivery, and comprehensive student assessment. This progression from teaching assistant to lead instructor, combined with my work across diverse institutional contexts, has equipped me to effectively teach diverse audiences—from MBA students and undergraduates to graduate students, policymakers, and aspiring economists and researchers.

Teaching Philosophy

My teaching philosophy is built on three key pedagogical pillars: active learning, formative assessment, and inclusive teaching—principles I have refined through years of diverse classroom experiences and my commitment to making economics accessible and relevant.

I believe students learn economics more effectively when they actively engage with economic concepts rather than passively absorbing theory. To promote active learning, I use interactive teaching methods, such as developing economic models and graphs on the blackboard, working through mathematical derivations step-by-step, and constructing logical arguments with students. This approach allows students to actively participate by calculating elasticities, deriving equilibrium conditions, and engaging with economic intuition, rather than simply memorizing formulas. In larger classes or online settings, I replace the blackboard with a document camera or interactive slides. My lecture materials, shared before class, include blank spaces for students to work through problem sets and follow along with derivations on their own “canvas.” I provide completed solutions after class to ensure no student falls behind while maintaining the challenge of working through problems independently.

I use a variety of active learning techniques tailored to economics education. In smaller classrooms, I facilitate problem-solving sessions where students work through microeconomic optimization problems or macroeconomic policy scenarios. In larger settings, I employ small group discussions around economic case studies, online discussion boards for policy debates, and brief analytical papers examining current economic events. Across all environments, I alternate between theoretical exposition and practical application, incorporating clicker questions on economic concepts, think-pair-share exercises on policy implications, and minute papers reflecting on real-world economic phenomena.

Students learn economics at different paces and through different approaches—some grasp concepts through mathematical formalization while others understand through graphical analysis or real-world applications. I favor formative assessment, distributing varied assignments throughout the course: problem sets that build technical skills, empirical exercises using economic data, policy briefs that apply theory to current issues, and examinations that test both conceptual understanding and analytical ability. This approach provides continuous feedback on student progress while allowing me to adapt my teaching methods based on their learning needs.

Having been an international student myself and now teaching across institutions in India, Europe, and the United States, I understand the importance of creating inclusive environments for economics education. Economics can feel intimidating to students from diverse backgrounds, particularly those who may lack confidence in mathematics or come from different educational systems. I create multiple pathways for participation: office hours for individualized help with mathematical concepts, online forums for discussing economic policy, and collaborative problem-solving sessions that leverage diverse perspectives. When teaching statistics in Mumbai, I noticed students from rural backgrounds brought valuable insights about local markets and economic behavior, even when they initially felt less confident with formal mathematical methods. By incorporating real-world examples from their experiences and providing multiple ways to demonstrate understanding, these students became some of my most engaged learners.

Teaching Versatility and Course Portfolio

My research expertise in development economics, institutional economics, and econometric methods, combined with extensive training in economic theory and quantitative analysis, has prepared me to teach across multiple areas of economics with enthusiasm and competence. I am eager to contribute to both undergraduate and graduate curricula through foundational and specialized courses.

Core Undergraduate Offerings: I am well-prepared to teach essential undergraduate courses, including Principles of Microeconomics and Macroeconomics, where I can help students understand fundamental economic concepts through real-world applications and policy examples. My extensive experience with quantitative methods positions me to teach Econometrics and Statistics for Economics, emphasizing hands-on learning with statistical software (R, Stata, Python) and practical applications to economic problems. I am particularly excited to develop courses in Development Economics, exploring how institutions, policies, and market failures shape economic outcomes in developing countries.

Specialized Expertise: My research background enables me to offer focused courses on Institutional Economics, examining how formal and informal institutions affect economic performance and growth. I can teach Political Economy, exploring the intersection of economic and political institutions, and Applied Microeconomics, focusing on empirical methods and policy evaluation. Additionally, I am prepared to teach courses on Information Economics and Behavioral Economics, incorporating insights from my misinformation research and understanding of decision-making in low-information environments.

Graduate-Level Instruction: For graduate students, I can teach comprehensive field courses in Development Economics and Political Economy, offering systematic coverage of theoretical models and empirical methods. I am eager to offer advanced courses in Applied Econometrics, focusing on causal identification strategies including randomized controlled trials, instrumental variables, and difference-in-differences methods that I employ in my own research. My expertise in experimental economics positions me to teach courses on Field Experiments and Program Evaluation.

Methodological Training: Across undergraduate and graduate levels, I am committed to teaching quantitative methods courses, from introductory statistics and econometrics to advanced topics in causal inference and experimental design. I believe strongly in making econometric training accessible and relevant, connecting statistical techniques to substantive economic questions and policy applications. My courses emphasize both theoretical understanding and practical implementation using modern computational tools.

Regional and Applied Focus: My deep knowledge of South Asian economies enables me to offer specialized courses on Economic Development in Asia, providing students with insights into one of the world's most economically dynamic regions. I can also teach courses on the Economics of Inequality, examining causes and consequences of economic disparities, and Public Economics, exploring government intervention in markets and policy design.

Adaptability and Innovation: I am excited to teach beyond my current specializations and develop new courses that meet departmental needs and student interests. Whether adapting existing courses to incorporate recent developments in economic research or creating entirely new offerings that bridge economics with other disciplines, I approach each teaching opportunity with enthusiasm and commitment to pedagogical excellence.

In all courses, my primary goal is to develop students' economic intuition while building their analytical skills. For undergraduates, I emphasize economic reasoning and policy applications while ensuring solid grounding in economic theory. For graduate students, I focus on rigorous theoretical foundations, econometric techniques, and the skills necessary for conducting independent economic research.

Teaching Evaluations and Student Feedback

My teaching effectiveness is documented through both quantitative evaluations and qualitative student feedback across economics-related courses. Evaluations are available for three courses where I served as a teaching assistant: Research Methods in Political Science focusing on causal inference and econometric techniques (UW-Madison, Fall 2019), Understanding Political Numbers emphasizing statistical analysis and data interpretation (UW-Madison, Fall 2020), and Introduction to Python for economic and social science applications (ICPSR, Summer 2023). On a five-point scale, my overall ratings range from 3.75 to 4.625, showing consistent improvement over time. Students appreciated how I made complex econometric concepts understandable, with one Understanding Political Numbers student observing that *“in some ways, he did the best of teaching the content.”*

Students consistently highlight my accessibility and support, particularly valuing my office hours where I help clarify econometric methods and work through problem sets—an aspect rated between 4.0 and 4.625 across all courses. This commitment to student support is echoed in their written feedback: *“Whenever I asked a question in discussion, he would ask me at the end of class if I was still confused. This prompted me to seek greater clarity,”* noted one Research Methods student. Another from Understanding Political Numbers stated I was *“very accessible to ask questions”* and *“great at answering questions.”* This feedback reflects my belief that economics education requires patient, individualized support as students develop their analytical skills.

My strongest quantitative performance came in the recent ICPSR Python course, where I earned 4.625 for overall teaching and a perfect 5.0 for clarity. This progression demonstrates my growth in pedagogical effectiveness, particularly in making technical material accessible—a crucial skill for teaching econometrics and quantitative methods.

Additional teaching evaluations are unavailable for other courses either due to small class sizes or response rates below institutional reporting thresholds. However, the consistent themes across available evaluations—accessibility, clarity, and genuine concern for student understanding—reflect my core teaching values and commitment to student success in economics education.