

Teaching Statement

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Teaching has been a crucial component of my study of economics. I have had the privilege of classroom instruction for a variety of courses through my T.A. responsibilities at Michigan State University as well as tutoring opportunities through the Economics department. I have also worked with students from a wide variety of backgrounds through online tutoring sessions in both undergraduate and graduate microeconomics and econometrics. In the classroom, I dedicate myself to giving students the tools they need to solve problems themselves and developing their intuition for the mathematical foundations of microeconomics and econometrics. I draw from real-world challenges to help students develop analytical tools and make them their own.

At Michigan State University, my classroom instruction has largely focused around recitation sections for first-year Ph.D. students. I taught recitation sections for the first semester of the Ph.D. microeconomics track as early as my second year and taught recitation sections for both semesters of the Ph.D. econometrics track my third year. These recitation sections included lecturing on material that I prepared as well as assisting students apply the techniques they learned in the main lectures to practical problems.

In my second and third years, the Michigan State University Economics department hired me to teach additional sections preparing students for their qualifying exam in econometrics. In these sessions, I worked through the exams of previous years with students and prepared lecture material to refresh them on particularly challenging concepts.

My teaching philosophy rests on accessibility and continuous feedback. Communicating graduate course material in a way that a broad audience can understand is something in particular I have cultivated. To that end, I also seek to meet students in undergraduate courses where they are. I maintain regular office hours and make myself available over email to make sure students can receive one-on-one instruction to close the gaps in their understanding. Learning for many students is a conversation and I welcome this mentoring style.

I plan to continue to develop as an instructor through more classroom teaching opportunities, whether it is in my field of econometrics or in microeconomic theory. I am dedicated to preparing future generations with economists with the tools to conduct meaningful empirical research and to communicate it effectively.