

Teaching Portfolio

Sarah S. King

Department of Economics, Georgia State University

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Teaching Philosophy

My [teaching philosophy](#) focuses on student engagement, creating an environment that is comfortable and conducive to student learning, and connecting economic concepts and analytical tools to other areas of study and real-world settings.

Teaching Responsibilities and Strategies

I have taught a variety of undergraduate courses, listed below:

- [Principles of Macroeconomics](#)
 - Fall 2020, Blended Course Model, 3 credits
 - 60 students
- [Principles of Microeconomics](#)
 - Fall 2021, Face-to-Face Course Model, 3 credits
 - 120 students
- [Economics of Cities](#) (Urban Economics)
 - Spring 2022, Face-to-Face Course Model, 3 credits
 - 30 students, primarily 3rd and 4th year economics and public policy undergraduate students

In addition to teaching independently, I have served as a TA and as a tutor for multiple other courses including high school math courses and undergraduate writing courses while in undergrad and two upper-level economics courses while in graduate school.

PRINCIPLES OF MICRO/MACROECONOMICS: Principles of Micro and Macroeconomics are the foundational courses for an economics degree and are required courses for business students at Georgia State University, though many other students opt to use these courses to fulfill general education requirements. Both courses offer an introduction to economics and related theory. While the principles sequence is typically planned for a student's second year at GSU, both sections that I taught included a Freshman Learning Community where first year students in a variety of majors take general education courses together. I taught Principles of Macroeconomics in a blended course mode due to the COVID-19 pandemic which meant that the course included a mix of in-person question and answer sessions, synchronous online lectures, and independent online work. When teaching principles, I employ both lecture-based and interactive strategies such as in-class discussions, in-class polling, games, and online discussions.

ECONOMICS OF CITIES: The Economics of Cities, or Urban Economics, is an elective course for undergraduate economics and public policy students, typically in their 3rd or 4th year. This policy-relevant course explored the intersection of economics and geography with topics including the theory of why cities exist and place-based policy. When teaching upper-level courses such as this one, I employ a mix of traditional lecture with interactive class discussions and problem sets.

Representative Course Syllabi

My course syllabi are intended to be comprehensive and include course descriptions, specific requirements and materials, expectations for both students and myself, policies for grades, and important university resources. In addition, I include a schedule for the course either in the syllabus or in an accompanied document on the course website. While providing students with a full syllabus, I utilize the course website to provide students with a deconstructed syllabus as well as additional information such as information on tutoring.

I believe that a comprehensive syllabus is imperative for effective teaching as it provides a contract between my students and myself. By establishing expectations from the start, it helps everyone to stay on track and to have the tools necessary to succeed in the course. Further, a comprehensive syllabus allows for fairness in applying policies as students know what to expect from me as their instructor.

Links to my syllabi can be found by clicking on the course titles above.

Advising and Mentoring

I believe that it is important to remain available for students both through office hours and through email. My students have said that I am “always available if help was needed,” “always available for questions,” and that I “made [myself] available to students.” I hope that my students feel supported and comfortable with asking questions so that they can succeed, whether that is one-on-one or in-class.

Beyond the courses I have taught, I have mentored and advised many other students. As part of GSU’s Undergraduate Pipeline Mentorship program, I have mentored an undergraduate student who was considering graduate school and looking for resources to discern what he should do after graduation. In addition, I have been involved with Delta Sigma Pi, a professional business fraternity, and have served as an alumni mentor for two collegiate chapters as well as Vice President of Collegiate Relations for the Atlanta Alumni Chapter. In these roles, I have mentored students in both fraternity and school matters and have helped to advise the chapters on general operations, similar to a faculty advisor.

Evaluations of Teaching

Student evaluations are important for improving courses and improving my own teaching. I regularly engage students for feedback and take seriously my end of course evaluations. As a result, my students have remarked that “When we collectively wanted to change something, she was always open to working with us.” My openness to learn and grow as a teacher has also led my ratings from students to grow as I have gained more experience in the classroom.

Principles of Macroeconomics (Blended), 24/55 respondents
(Score out of 5 with 1=strongly disagree and 5=strongly agree)

The instructor was prepared for class.	4.6
The instructor communicated effectively.	4.5
The instructor explained the grading system clearly.	4.5
The instructor was accessible to students.	4.5
The instructor created an environment that helped students learn.	4.5
The instructor followed the plan for the course as established by the syllabus.	4.5
The feedback I received from the instructor on my work improved my learning.	4.4

Selected Remarks (From mid-course survey and end-of-course evaluation):

- " Very understanding and easy to talk to"
- "Good at explaining concepts, and was always available if help was needed."
- "She was always available for questions."
- "Abundant support for students. Tried to help in any way she could"
- "She was very understanding and always answered any questions asked"

Principles of Microeconomics, 74/117 respondents
(Score out of 5 with 1=strongly disagree and 5=strongly agree)

The instructor was prepared for class.	4.8
The instructor communicated effectively.	4.7
The instructor explained the grading system clearly.	4.6
The instructor was accessible to students.	4.7
The instructor created an environment that helped students learn.	4.6
The instructor followed the plan for the course as established by the syllabus.	4.6
The feedback I received from the instructor on my work improved my learning.	4.4

Selected Remarks (From mid-course survey and end-of-course evaluation):

- "Professor Barry was amazing, especially for my learning style... I attended every class and she was my best teacher."
- "She's very good at explaining things in a way that is easily understandable. She also managed a large class very well, making sure to include people from the whole auditorium and allow discussion and communication about the topics within reason."
- "Very engaging, willing to work with students, quick responses to emails, make-up opportunities"
- "Great communication and teaching style."
- "She really wanted her students to succeed and would work one on one with them if they needed the help."
- "When we collectively wanted to change something she was always open to working with us and putting us in the best position to be successful in her class."
- "She was very clear and made sure to review things that may be confusing to students."
- "Very knowledgeable on the subject, explained complex concepts well, responds quickly"
- "Her attitude was always so nice and made sure everybody understood."
- "Your class was one of my favorites because of how fun it was. It would be a pleasure to have a class with you again."

Economics of Cities, 17/30 respondents

(Score out of 5 with 1=strongly disagree and 5=strongly agree)

The instructor was prepared for class.	4.8
The instructor communicated effectively.	5
The instructor explained the grading system clearly.	4.8
The instructor was accessible to students.	5
The instructor created an environment that helped students learn.	4.9
The instructor followed the plan for the course as established by the syllabus.	4.9
The feedback I received from the instructor on my work improved my learning.	5

Selected Remarks:

- "The strengths of my instructor was her taking her to time to make sure all students understand."
- "She made herself very available to students and gave us countless opportunities to ask for help one-on-one "
- "I appreciated the conversations she had with us. She would talk to all of us and attempt to explain everything to the best of her ability until we all learned from this class."
- "She made all of the course information readily available and did her best to engage students"
- "This course is set up properly and the instructor executed teaching the class perfectly."

Honors and Certifications Relating to Teaching

Teaching Qualification Exam

July 2020

Department of Economics, GSU

Mastering Online Teaching: Fundamentals of Course Design and Delivery

July 2020

Center for Excellence in Teaching, Learning, and Online Education, GSU

Mastering Online Teaching: GTA Course Facilitation

August 2020

Center for Excellence in Teaching, Learning, and Online Education, GSU

“Thank a Teacher” Acknowledgement

December 2021

Center for Excellence in Teaching, Learning, and Online Education, GSU

Conclusion

As soon as I stepped foot in my first classroom and met my first group of students, I knew that I was meant to be teaching. I work hard to ensure that my students are engaged, comfortable, and learning in my classroom and outside. Economics is a field that is relevant to many other disciplines including business, public policy, and law, so I hope to equip my students with the tools to think critically to solve problems in the world. Through engaging practices, a growth mindset, and empathy, I believe that I achieve these goals with every group of students that I work with and I look forward to continuing to grow as an educator throughout my career.