

Teaching Statement

I have very much enjoyed teaching as a fundamental element of my academic career thus far. I am committed to continuing to maintain high teaching standards and sharing my knowledge as a faculty member. I am qualified to teach macroeconomics, environmental economics, econometrics, and international economics at both undergraduate and graduate levels. I look forward to continuing to develop my teaching skills and learning from students in the future.

At the University of Oxford I have taught

- Undergraduate Introductory Macroeconomics
- Undergraduate Core Macroeconomics
- Undergraduate Introductory Econometrics
- Undergraduate Advanced Econometrics
- Undergraduate Environmental Economics.

Professor Elizabeth Baldwin who designed the Environmental Economics Course, and Dr James Forder who is the senior tutor at the college where I taught Macroeconomics and Introductory Econometrics have both provided comments on my teaching ability to my advisor Andrea Ferrero who is including them in his letter.

At Oxford I have benefited greatly from teaching bright students in small, interactive groups. The tutorial style at Oxford emphasizes the importance of student input and engagement. I have learned a lot from these students. I have found teaching to be a very clarifying experience through which I deepen my own understanding. Good teaching is something I view to be fundamentally important to success as an academic.

Teaching Philosophy

I believe kindness and empathy are central to effective teaching. I strive to create a safe and supportive classroom environment in which I meet each student where they are and encourage engagement and questions. In my tutorials I start each session with a recap of the core concepts from the lecture material. This ensures everyone starts on the same page and encourages clarifying questions.

When teaching technical material I select specific problems for students to solve on the whiteboard. I guide them through this process, building their confidence where needed and ensuring they feel accomplished at the end of the class. When teaching technical material I make sure to have numerous ways to explain a single concept: verbally, by example, mathematically, and graphically. I remind the students that different students learn in different ways and it may take a few attempts for something to ‘click’. I encourage

students to chase this deep understanding rather than superficial memorization of the material.

When teaching more qualitative or essay based classes I encourage the students to discuss amongst themselves, to disagree, and to offer competing perspectives. I find that encouraging students to discuss the material together is very effective in fostering deeper understanding.

When teaching students from a broad range of backgrounds, or of differing baseline abilities, I put effort into identifying specific roadblocks. I let students know if they have a difficulty - be it mathematical, linguistic, or other - that it may take different approaches to understand something fully. I personalize comments on their work and try and figure out how to help them best.

Most of all, I am passionate about economics and excited about passing my knowledge on. I find teaching enjoyable and want it to be enjoyable for the students too. I strive to make my classes a fun environment in which we learn deep concepts and connect them with real world contexts.