



Satyam Goel

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Teaching Statement

Teaching is more than a professional duty for me; it's a source of inspiration and an integral part of my identity as an economist. It connects me to fundamental economic concepts, challenges me to think in new ways, and enriches my research and personal growth. The classroom's dynamic exchange of ideas broadens my perspectives, while insightful questions from students refine my own understanding. Teaching not only enhances students' grasp of economics but ensures my work remains connected to broader views beyond my individual research focus. This engagement fuels my intellectual curiosity, keeps my thinking vibrant, and drives my growth as a scholar.

Teaching Experience

As a Graduate Teaching Fellow at the University of Liverpool, I have taught various undergraduate courses in economics, including **ECON 123: Principles of Macroeconomics** and **ECON 224: Intermediate Macroeconomics**. These compulsory courses each have cohorts of around 100 students, divided into smaller groups of 30–40 for more effective seminar-style learning. Teaching each group biweekly has required strong time management, adaptability, and an ability to engage a large number of students consistently across sessions. These courses cover foundational to intermediate levels and have been delivered in traditional classroom settings.

ECON 123 (1st-year undergraduate)

Topics: Introduction to macroeconomic principles and policy goals, National income accounting, Keynesian consumption function, Fiscal policy (discretionary and automatic stabilizers), Foreign trade and income determination, Money and banking (quantity theory, fractional reserve banking, money demand), Investment and consumption theories (life cycle, permanent income), IS-LM model, Aggregate demand and aggregate supply analysis, Inflation and Phillips curve, Unemployment theories, Business cycles, Economic growth and endogenous growth models.

ECON 224 (2nd-year undergraduate)

Topics: Market equilibrium, Consumption, saving, and investment dynamics, Equilibrium business-cycle models, Capital utilization and unemployment, Government expenditure and taxation, Public debt and fiscal policy, Money demand and price level, Inflation and interest rate relationships, Business cycle theories (price misperceptions, sticky prices, and nominal wage rigidity), Global goods and credit markets, Exchange rate mechanisms.

Additionally, I have evaluated and provided individualized feedback on presentations for over 140 students in the module **ECON 357: Debates in Macroeconomics** (3rd year), aiding

them in developing critical thinking and analytical skills. In Spring 2025, I will be serving as a seminar tutor for **ECON 112: Statistics & Data Analysis for Economics and Business** (1st year).

To deepen students' understanding, I employ a range of teaching methods, such as interactive lectures, real-world case studies, mathematical derivations, and problem-solving sessions, to engage students and deepen their understanding of economic concepts.

Teaching Interests

I can teach courses in macroeconomic theory and policy, monetary economics, economic growth and development. I can also teach specialised courses, like data analysis for economists. I am, of course, also happy to teach a wide range of courses within the field of economics that best meet department needs as I enjoy the diversity and challenge of teaching new courses and at different levels.

Teaching Philosophy

My teaching philosophy centers on inspiring a passion for learning and fostering the ability to think critically and question thoughtfully. I believe teaching goes beyond transmitting information; it's about igniting curiosity and empowering students to explore concepts deeply. My teaching philosophy is grounded in the following principles:

1. Reinvigorating fundamental concepts: Teaching provides me with the opportunity to revisit and rethink the elementary principles of economics. Each time I prepare for a class, I ask myself: Is there a better way to present this? Are there new examples or problems that can make this concept more accessible? This continual reassessment keeps the material fresh—for both me and my students—and often leads to new insights or perspectives that enhance my own understanding.
2. Emphasizing mathematical intuition and economic meaning: I am passionate about demystifying complex equations and models by highlighting their economic intuition and real-world significance. In my *Intermediate Macroeconomics* course, for example, I prepare detailed solutions that not only demonstrate the steps to solve difficult mathematical problems but also explain the economic intuition behind mathematical equations.
3. Connecting theory to real-world applications: I strive to make theories relatable by linking them to current economic events and real-world examples. For instance, when teaching the *Principles of Macroeconomics* seminar, I discussed contemporary economic issues to illustrate abstract concepts. This approach not only reinforces students' understanding but also stimulates their interest and engagement with the subject matter.
4. Fostering an interactive learning environment: I encourage students to ask questions and actively participate in discussions. After solving problems, I take the time to address any uncertainties, providing patient and thorough explanations. This open dialogue helps students build confidence and deepens their understanding.
5. Providing personalized feedback: Attention to detail is a hallmark of my teaching approach. I offer bespoke feedback tailored to each student's work, highlighting areas of strength and opportunities for improvement. This personalized guidance is particularly effective in helping students develop critical thinking skills essential for analyzing complex concepts.

Teaching Evaluations

At the University of Liverpool, students are requested to provide anonymous, standardized evaluations of their instructors at the conclusion of each course. For **ECON 123: Principles of Macroeconomics**, students rated various aspects of the module on a scale of 1 to 5, with:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Neutral
- 2 – Disagree
- 1 – Strongly Disagree

The scores presented below reflect the overall evaluation for the module, to which I contributed as a seminar instructor. The University of Liverpool does not provide individual evaluations for seminar tutors; therefore, these averages capture students' general experience of the module as a whole:

Evaluation Question	Average Score
The module was well taught	4.3
The module enabled me to develop a good understanding of the subject	4.2
I received the academic support I needed for this module	4.0
The module was well organized and ran smoothly	4.2
I had access to essential resources when I needed them for the module	4.2
The instructions and criteria used to mark the module assessments were clear and transparent	4.3
The feedback I have received was clear and helpful	4.1
Overall, I have been satisfied with this module	4.1
This module has been intellectually stimulating	4.2

Teaching Reference

Dr. Robert Forster

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Class: Principles of Macroeconomics

Teaching Commitment

Teaching remains an indispensable part of my academic career, inspiring both my research and my engagement with students. I look forward to cultivating this passion in future roles, fostering an environment that empowers students to think critically and contribute meaningfully to the field of economics.