

Teaching Statement

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Teaching might even be the greatest of the arts since the medium is the human mind and spirit.—John Steinbeck

A teacher's influence goes beyond the classroom; it shapes how students think, question, and contribute to society. My teaching philosophy is based on three principles: **engagement, relevance, and inclusivity**. These principles help me create classrooms where students not only learn economics but also find ways to apply it to real-world problems.

Engagement. Students learn best when they are active participants. Whether teaching Principles of Macroeconomics or Money and Banking, I foster interactive learning through policy debates, case studies, and real-time data exercises. For instance, when discussing business cycle dynamics, I ask students to analyze Federal Reserve statements alongside macroeconomic indicators. These activities help them practice the reasoning process economists use in the real world.

Relevance. Economics can seem abstract, so I highlight its daily importance. Using my research in macroeconomics, labor, and environmental economics, I incorporate current events and policy questions into class discussions. Students explore topics like climate policy, financial stability, or labor market reforms, and see how theory applies to decisions made by households, firms, and governments. This method motivates students and demonstrates that economics is a practical tool for understanding the world around them.

Inclusivity. Having taught in both the United States and Nigeria, I value the diverse perspectives students bring. I work to ensure all students feel welcome and supported by using examples from different economic backgrounds, encouraging discussion, and providing various forms of academic support. My aim is for every student to see their background as an asset to shared learning.

Growth. Teaching, like research, requires continuous improvement. I seek out workshops, reflect on student feedback, and try new methods such as flipped classrooms and data-driven exercises. My experience as a Teaching Fellow at the AEA Summer Program reinforced the importance of adapting to different learning styles while maintaining high expectations.

My ultimate goal is for students to leave my classes not only with a strong understanding of economic models but also with the ability to think critically, participate in policy discussions, and apply economics to complex real-world issues. If they leave feeling empowered to use economics in their daily and professional lives, I consider my teaching successful.