

## Teaching Statement

I view the classroom as a gymnasium for the mind. Just as learning about how training equipment must be used by itself doesn't lead to physical growth, passive participation in the classroom by itself does not lead to growth in one's capacity to reason. My goal as an instructor is to design experiences that actively engage students in the practice of economic reasoning, so that they leave the classroom with sharper technical skills, deeper intuition, and the conviction that economics provides powerful tools to understand the world.

To put this philosophy into practice, I have relied on incorporating elements into lectures that encourage active discussion and inquiry. For example, in *Data Mining and Statistical Learning*, since the course was a new offering, I got the opportunity to design weekly problem-sets to be solved in-class during review sessions that blended econometrics and statistical programming with empirical questions motivated from the real-world. Beginning with raw data and a research problem, in each class students deliberated about econometric methodology, the assumptions that go into the model and practical data-management skills while I guided discussions. This approach not only broke the monotony of lecture but also allowed students to learn by doing, building confidence as they led the problem-solving process themselves. Similarly, in *Python, Databases and Big Data*, the course I have been most deeply involved with at UT, I tied technical exercises to real-world data wrangling, from data acquisition to validation; giving a sense of how a particular concept is relevant to practical problems.

Equally important to me is recognizing that **students learn and demonstrate competence in different ways**. Some learn best through lectures, others by reading and reflecting independently, and still others through discussion and group work. Likewise, students excel in different forms of assessment—exams, untimed assignments, or collaborative projects. I design classroom activities and assignments that create space for all types of learners to flourish together. By offering varied avenues for engagement and evaluation, I can better capture the strengths of each student and foster a more inclusive and equitable classroom.

These values have also shaped my experiences in applied courses like *Energy Economics* and *Urban Economics*, where students often come from diverse backgrounds. In these settings, I focused on rewarding curiosity and effort rather than penalizing uneven preparation.

Looking forward, I am excited to bring this mix of enthusiasm, rigor, and empathy into my own courses as a faculty member. Economics at its core is grounded in the scientific method: building intuition from real-world problems, structuring that intuition with mathematical models, and testing the models with data. My aim is to make this process vivid and engaging so that students carry with them both the confidence and the curiosity to use economics as a lens to better understand society and to make more informed decisions as researchers, professionals, and citizens.