

## Teaching Statement

**Teaching Experience.** During my time at Clemson University, I served as the instructor or teaching assistant for fourteen sections of undergraduate courses in Economics that were a mixture of traditional, hybrid, or online. Given my extensive teaching experience across sections of diverse enrollment sizes, student majors, and delivery methods, I am confident I can effectively teach a wide variety of courses at the introductory, advanced, or graduate level. As I have completed substantial coursework in International Economics and Industrial Organization, I am prepared to teach advanced courses in these fields. I am also prepared to teach any range of introductory or intermediate courses in micro/macroeconomics or econometrics.

In the past several years, I have been fortunate to be the instructor of record for both introductory *Principles of Microeconomics* sections as well as sections of *International Economics*, an upper-level economics elective. I have also been teaching assistant for *Principles of Microeconomics*, *Principles of Macroeconomics*, *Intermediate Microeconomics*, and *International Microeconomics* sections, some as a recitation instructor. This experience has allowed me to observe and interact with a wide range of students and classroom environments and learn about the diverse needs of students.

**Teaching Philosophy.** My primary goal in teaching economics is to connect classroom material to real-world data, phenomena, and examples. Throughout my time as an instructor and teaching assistant, I have found the best student engagement by integrating data and real-world examples into both lectures and peer-to-peer learning exercises that provide context and ground our models in reality. Application of conceptual material to understandable examples and centering the classroom around the students are both crucial to engaging them and facilitating a robust learning environment.

My formative experiences at the head of a classroom were shaped by obstacles and opportunities presented by the shift to online/hybrid learning that occurred during the pandemic. I have been able to leverage this experience to become familiar with and incorporate online tools that permit teaching style and course structure flexibility, as well as learn more about how to engage students in these alternative formats. For example, I found student engagement higher when *not* recording lectures – they felt more comfortable to ask and answer questions, and had an incentive to attend class during a time with less strict attendance requirements. However, it was also essential to offer recordings to students unable to attend (due to quarantining), so I pre-recorded lectures to provide to these students. This led to a more engaged classroom, while still providing accessibility to those in need.

I always make a primary effort to solicit feedback in order to adapt elements of my teaching and course structure to the changing needs of my students. From the first day, I emphasize my receptiveness to feedback and utilize midterm evaluations to gauge student needs throughout the semester. For example, in one of my first semesters teaching *International Economics*, post-midterm feedback suggested students would have valued a review session prior to the exam, so in the next module of content I prepared review material, and organized an interactive review session where I had students take the floor, answer questions, and discuss concepts peer-to-peer. Students were receptive to this change and the exam scores and future feedback reflected the usefulness of this adaptation.

My time as a student, teaching assistant, and instructor has brought me into contact with a variety of classroom sizes, and students with a variety of backgrounds. I have learned to mold my teaching style to facilitate understanding for students of diverse backgrounds. My most-taught course, *International Economics*, is an upper-level business school elective for non-economics majors – mainly junior and senior business, humanities, and engineering students. Due to the varying levels of familiarity with economics and math, I strive to provide a variety of approaches to solving problems and thinking about course content, and review core economics concepts from introductory courses as needed. Before discussing the evaluation of tariffs and quotas, I prepare handouts and review basic supply, demand, and surplus concepts to make sure students are on the same page. As another example, when teaching the Ricardian model of trade, I will present a simple numerical exercise, a more abstract mathematical derivation building from model primitives, a graphical depiction, and a tie-in to a real-world example using intuition. By using alternative ways to explain concepts or structure class, I tailor my courses to various learning styles of students.

**Teaching Evaluations.** Throughout my experience as an instructor, I have come to believe that teaching is always a learning process. I continually improve my teaching effectiveness by evaluating and incorporating student feedback, both within and outside formal evaluations. Below, I have provided a sample of evaluation comments from prior students. A more extensive summary of my course evaluations is available on my website.

- “Really friendly and made references to current events in a great way. Was clear and flexible. Listened to students opinions.”
- “Professor Reesman made everything extremely clear and kept the class in the loop of what we needed to know and when we needed to know it. He interacted with us and gave great relevance to the course material through examples and scenarios. He made economics fun and easier to understand, I really loved this course!”
- “I think Ward did an incredible job teaching the material of this course. Almost everyone in the entire class was an upperclassman business major who needed an international business course to graduate. None of us had taken any economics classes since freshman year. He understood our knowledge base, and he would explain everything in great detail to help us. His practice exams, review sessions, and guidance would allow us to focus our studying before exams. This was easily my favorite class this semester.”
- “He was extremely understanding and very good at communicating what we needed to know for exams, homework and other activities. He is also super accommodating when it comes to exams and our other stressful classes that we are taking. He is also super easy to reach outside of class.”
- “I think the instructor did a great job at focusing on relevant material and I like how he drew graphs on the white board to explain mathematical concepts to us, especially when it came to actual steps on how to complete a problem. I also like the instructor’s sense of humor- it helped keep me entertained during class. I also like how you can tell that the instructor is passionate about his subject. I think one strength of the course is that it focuses on material relevant to the real world. Lastly, I found it helpful how the instructor taught the material using real-world examples to explain concepts. This helped give me a deeper understanding of the material and helped me remember what I learned.”