Teaching Statement

Since graduating from high school, I have spent the past decade pursuing higher education. Over that time, I have been fortunate to learn from teachers who showed me that effective teaching is not simply about presenting material clearly; it is also about helping students develop the confidence to work through unfamiliar ideas. As my own learning needs evolved, I became more attentive to both what was taught and how it was taught. These experiences have shaped my teaching philosophy. I view economics as a versatile discipline because it gives students tools to understand the choices, institutions, and constraints that shape everyday life. My goal as an instructor is to create a structured and inclusive classroom in which students build a strong foundation in economic reasoning, connect theory with real-world questions, develop problem-solving skills, and learn to communicate their ideas with confidence.

Students enter economics courses with different levels of preparation, interests, and ways of learning. At the beginning of each semester, I would provide a detailed syllabus that clearly lays out the learning objectives, weekly topics, readings, assignments, grading criteria, and sources of support. In class, I would combine clear lectures and accessible slides with diagrams, practical examples, and step-by-step board work. I have found that providing lecture notes or readings in advance helps students arrive better prepared and gives them more space to ask focused questions. I would also provide optional materials for students who want to explore particular topics in greater depth.

I believe students understand economics best when abstract ideas are connected to situations they recognize. For example, when introducing opportunity cost, I might ask students how they would spend a free afternoon: studying, working, resting, or spending time with family and friends. Their answers can help identify the next-best alternative they give up and lead naturally to a broader discussion of scarcity and allocation. I would use examples that are practical and relatable without assuming that students share the same cultural, financial, or educational background. My aim is not to make economics seem easier than it is, but to make its logic approachable enough that students can engage seriously with it.

My experience as a teaching assistant has also taught me a great deal about how students learn. In the undergraduate courses I have supported, office hours were often where students became comfortable asking questions they did not raise in class. Some students came in before exams to review difficult concepts or practice problems; others came afterwards to understand where their reasoning had gone wrong. These conversations showed me that students who appear to be struggling with the same topic may actually be facing very different obstacles. One student may understand the intuition but not know how to translate it into a graph or equation. Another may be able to follow a solved example but feel uncertain about how to begin a new problem independently. Students also differ in how comfortable they are asking for help, particularly when they come from backgrounds with different levels of exposure to economics or quantitative coursework.

When several students brought the same question to office hours, I used the board to review the underlying idea and solve a representative problem step by step before addressing individual concerns. I also asked students to identify the point at which they became confused, rather than immediately supplying an answer. This helped me understand their reasoning and focus on the specific gap in their understanding. As an instructor, I would carry this approach into the classroom and office hours: explain difficult material in more than one way, break complex problems into manageable steps, and make it clear that asking questions is part of learning rather than evidence that a student does not belong in the course. I would maintain regular office hours, be available by appointment when possible, and encourage students to reach out when they need clarification or guidance.

I would assess learning through a combination of low-stakes quizzes, problem sets, data assignments, exams, and in-class activities. Quizzes can help students identify gaps early, while problem sets give them

practice applying economic concepts and mathematical tools. Data assignments may ask students to interpret regression results, create graphs, or use evidence to answer an economic question. Exams would include a mix of conceptual questions, calculations, graphical analysis, and short written responses so that students can demonstrate both technical ability and economic reasoning. Providing clear solutions and discussing common mistakes would help students learn from the assessment process itself.

At the same time, the increased availability of AI tools makes it especially important to use assessments that allow students to demonstrate their understanding directly. Take-home assignments remain valuable for practice, but I would place somewhat less weight on homework alone and more weight on opportunities for students to explain and apply their thinking in class. For instance, students might be asked to draw and explain a concept selected at random, walk their peers through part of a homework problem, present an empirical finding, or take part in a structured discussion or debate about a policy question. These activities would not be intended to catch students off guard; rather, they would encourage regular preparation and make it easier for me to see whether students can explain the intuition behind an answer, not only produce it. They would also give students practice communicating economic ideas clearly to others.

I would use feedback from students, along with what I observe in assignments, exams, discussions, and office hours, to adjust my teaching. If many students struggle with a particular graph, model, or method, that is useful information about how I should revisit the material or change the pace. Economics often asks students to think in unfamiliar ways, and I do not want an initial difficulty with a model or mathematical technique to discourage them from engaging with the subject. My central goal is to make the process of learning challenging but manageable: students should leave the course with stronger analytical skills and with greater confidence in their ability to use economics to understand the world around them.

I have served as a teaching assistant for Principles of Microeconomics, Labor Economics, and Advanced Econometrics. My primary teaching interests are Microeconomics, Labor Economics, and Econometrics, at both the undergraduate and graduate levels.