

Teaching Philosophy
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While completing my M.A. in Economics from San Diego State University, I taught two semesters of Principles of Economics. I have also been a teaching assistant for three other courses while completing my Ph.D. in Economics at UC-Irvine. Both of these teaching roles helped me develop my teaching philosophy. I am strongly committed to excellence in teaching, as evidenced by my students' qualitative and quantitative evaluations of my performance in the classroom.

When students complete my class, I want them to be able to approach any real-world problem as an economist. To accomplish this goal, I strive to motivate and challenge my students both inside and outside of the classroom. I challenge my students to not only gain an understanding of the core economic concepts, but to be able to apply these concepts to topics they have experienced in their daily lives. This allows them to practice thinking and solving problems like an economist by working through matters that are important to them. This approach motivates students to do more than what is simply required in the course.

To achieve my teaching goals, I rely on different teaching techniques that recognize the diversity of students and learning styles. In particular, during the first few weeks of the course, I like to experiment with different teaching techniques, such as Q&A sessions, group work, and lecturing via the whiteboard or PowerPoint, to gauge the students' willingness to participate, attention spans, and genuine interest. I then try to cater each subsequent lecture to my observations, which ideally allows each student to reach their full learning potential. For example, the students in my first semester course of Principles of Economics at SDSU were very energetic, active, and participated heavily during Q&A sessions and group work. However, the students in my second semester course of Principles of Economics were much more reserved and shy, and mostly preferred to come to class and take notes the entire class period. Both teaching techniques were implemented according to the students' strengths and preferences.

While teaching my courses, I also like to elicit feedback from the students about my teaching techniques at different points in the semester or quarter. Specifically, after each exam, I survey my students and ask them to describe the strengths and weaknesses of the course at that

point. I then will tailor the next part of the course according to this feedback. By having the students assess my teaching throughout the course, I am able to identify the exact lectures or topics that my students struggle with. As I continue teaching, I plan to formalize this feedback process and continue to adapt my teaching to the strengths of my students.

Through my experiences as an instructor and a teaching assistant, I have developed the ability to connect with and accommodate students from a wide array of ages, cultures, ethnicities, and backgrounds, as well as those with learning and other disabilities. The majority of students at UC-Irvine identify as either Asian or Hispanic. When considering examples for my lectures, I tailor them to the students that I am teaching. I use examples from industries that are relevant to the students now or their future careers, or I pull examples from other countries instead of just the United States. Additionally, I am readily available to help students outside of the classroom. I have taught numerous students who have had conflicting schedules and were unable to make it to my lectures. I consistently hold office hours by appointment, and take the necessary time to answer any questions to help my students succeed.

I view teaching as a complement to research that is beneficial to both instructors and students. I often talk about my research during my lectures as it relates to the concepts in the course. I have found that students' interests are piqued when they know what they are learning is actually applicable and relevant to many important public policies. Moreover, I believe involving students in research is an effective way to stimulate their interest in economics. One of my next research projects involves conducting a field experiment to examine the effect of Internet connections on student achievement. I plan to offer eager undergraduate students opportunities for research assistant positions where they can gain hands on research experience in applied microeconomics.

While I have had extensive experience teaching introductory microeconomics and macroeconomics, and the economics of accounting, my primary teaching interests are in the economics of education, health economics, labor economics, and applied econometrics. I welcome the opportunity to teach courses in these fields, in addition to introductory and intermediate core courses, in order to apply and strengthen my teaching philosophy.