

Teaching Statement
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I gained considerable teaching experience during my time at the University of New Mexico (UNM). In addition to serving as a Teaching Assistant (TA) for courses, I also served as the Instructor of Record for three courses. My teaching philosophy is straightforward: I want my students to work together and learn from one another; I always encourage open discussion during class; no questions from students go unanswered; and I try to keep material relevant and timely by discussing issues that have direct impact on the students' lives, such as recently published articles or news stories. I also like to challenge students by holding trivia games on occasion. For example, in my Mathematics for Economists sections, students enjoyed looking at GDP per capita and population rankings, trying to guess the country (with some hints, of course). I find such exercises produce lively debate. It requires students to think about the cultures, populations, and major industries of countries. When it comes to administrative duties of teaching, I also like to keep things simple. Whenever an issue outside of the curriculum of the course arises (e.g., family emergency, repeated absences, poor course performance, etc.) I give my students the benefit of the doubt. I do not pretend to understand the unique challenges each student faces in the classroom. I try to accommodate their needs, and when necessary, forge a deal with the student to ensure they keep learning. Another administrative principal I hold very valuable is academic honesty. I do check everyone's work for authenticity and alert any student that is not citing properly or turning in copied work.

As the instructor of record at UNM, I taught two sections of Mathematics for Economists and one section of Intermediate Microeconomics. I consider my most valuable experience to be teaching Mathematics for Economists. At UNM, it was a newly developed undergraduate course, thus material was constantly being modified and my input was valuable in the process. As the class was designed for students that wished to avoid the traditional calculus series that is otherwise required, many students lacked a strong mathematical background. The course was unique: it started with an algebra review, went over some basic maximization concepts, and finished with Ordinary Least Squares, including some common pitfalls such as endogeneity, heteroskedasticity, multicollinearity, and serial correlation. By the end of the course, students were able to read basic economic research, which was very rewarding for them. Mathematics for Economists was a "flipped classroom" where students are expected to do their reading and watch YouTube lectures at home, while time in the classroom is entirely devoted to clarifying any questions and working in groups. The course had a major online component which I became comfortable managing. I also served as TA for courses in Introductory Econometrics, Development Economics, and served as TA for the Applied Econometrics and Intermediate Microeconomics courses offered through the American Economic Association Summer Training Program. For Mathematics for Economists courses, my raw scores for "progress on relevant objectives" increased from 3.9/5 to 4.3/5, "excellent teacher" increased from 4/5 to 4.4/5, and "excellent course" increased from 3.6/5 to 4/5. The weighted average of these, the "summary evaluation" score, increased from 3.8/5 to 4.3/5. The evaluation form for Intermediate Microeconomics was formatted differently: I received a 4.21/5 in "teacher excellence," 4.79/5 in "comfortability in approaching the instructor with questions or concerns," and 4.29/5 in "learning objectives clearly communicated." I want to note that because the Mathematics for Economists courses were "flipped," some students never warmed up to this format and evaluations for this course were generally lower than many of the traditional courses offered by

the department. I am happy to share my full detailed course evaluations with the hiring committee upon request.

I am searching for a position that would allow me to teach undergraduate and graduate core courses (e.g., macroeconomics, microeconomics, and econometrics) as well as field courses in labor economics, urban economics, and the economics of education.