

TEACHING STATEMENT

I was fortunate to have gained substantial 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 as well. My teaching philosophy is straightforward: I want my students to work together and learn from one another; I encourage open discussion at all times 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 Economics Tools sections, students enjoy looking at GDP per capita rankings and 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 brings to the classroom. I try to accommodate their needs, and when necessary, forge a deal with the student to ensure they remain caught up on their work. Such situations are never easy. 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 Economics Tools and one section of Intermediate Microeconomics. I consider my most valuable experience to be teaching Economics Tools. At UNM, it was a newly developed undergraduate course, thus course 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 and closed with Ordinary Least Squares, including some common pitfalls such as endogeneity, heteroskedasticity, multicollinearity, and serial correlation, for example. By the end of the course, students were able to read basic economic research, and I believe this was very rewarding for the students. Economics Tools is a "flipped classroom," where students are expected to do their reading and watch YouTube lectures at home, while classroom time is entirely devoted to clarifying any questions on the material and working in groups. As such, it had a major online component which I became comfortable managing. I also served as TA for a course in Development Economics and served as TA for the Econometrics course offered through the American Economic Association Summer Training Program for two consecutive summers. For Economics Tools 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 would like a position that allows me to be very active in teaching undergraduate and graduate course in economics. I am very comfortable teaching introductory and intermediate microeconomics and macroeconomics at the undergraduate-level. I am also very interested in teaching microeconomics at the graduate-level. I am passionate about econometrics, being one of my major fields, and would be happy teaching it at both the undergraduate- and graduate-levels. Also, as I mentioned before, I would be delighted to teach Mathematics for Economists at either the undergraduate- or graduate-level. As I specialize in labor economics and the economics of education, I would enjoy having the chance to teach these field courses as well.