

Statement of Teaching Philosophy

Economic concepts and the toolset of economists can be used to understand and potentially explain many things we observe in our daily life. These daily occurrences range from simple observation of the choices people make in a supermarket, to economy-wide phenomena like unemployment and inflation. Students of economics are expected to be able to think critically about these issues and articulate those thoughts. It's not only employers who will place these expectations on economics graduates. Anyone who has studied economics has been in the presence of family and asked any multitude of questions about the economy, politics, and the stock market. As a teacher in any economics class it is unrealistic to expect students to leave with a perfect memory of all items taught. Therefore, it is important to teach students the basic principles and skills of economics so that they can think critically and apply what has been learned in various settings.

As the principles of economics are so critical to our understanding of everyday life, I view student mastery of concepts as the ability to apply what is learned in analyzing what is observed in the world. For example, in a principles of microeconomics course I feel that learning has taken place if a student can understand how marginal decision-making leads monopolists to charge high prices relative to competitive firms, leading buyers to respond by purchasing fewer units, and creating inefficiency through dead-weight loss. Mastery of these concepts would occur if the student can explain why EpiPen prices are so high. Such analysis requires thinking critically about market structure and understanding the price elasticity of demand for a necessity good. As a teacher I aspire to help my students work toward mastery of the tools of economics. Textbook reading can give students the basic definitions relevant to class material. I post PowerPoint slides before my principles class for my students with basic definitions and spend most of my time in the classroom drawing diagrams on the board and working through examples, encouraging critical discussion of the class material. I make a point of devoting class time to helping students understand the "why" behind various concepts. Ultimately my goal is for students to leave each class with a solid understanding of material, and the economic literacy to be able to apply this knowledge to real-world issues.

My teaching style and grading material allow me to work toward my goals as a teacher. In the classroom I use a mix of lecture and classroom discussion, with occasional interactive activities. During my lecture I am frequently at the board drawing diagrams and working through problems. In today's world with technology at every student's fingertips it is important to keep students actively involved in the lecture. Within lecture I also make efforts to balance the needs of struggling students and those for whom the material comes more easily. For struggling students at the principles level, I pass out worksheets at the end of each class and give the students time to work on them. This allows these students to immediately see where there are gaps in learning and gives me the opportunity to address those gaps. For more advanced students at this level I like to bring a taste of calculus into the classroom. Classroom discussion allows students to work toward concept mastery. I tailor my instructional style to the needs of the specific class I am teaching. In my Economics of Sports and Health Economics classes, I begin each day with media clip discussing some important current event issue. The class then engages in a discussion of this issue, applying economic concepts and thinking critically. In my Statistics course I split class time between lecture and working through Excel exercises, providing students with a skillset that will be valuable in a work setting. With regards to grading, I use a mix of homework, exams, projects, and papers for student evaluation. In my Health Economics class, I assign students to teams and require that they produce a group project. In my Economics of Sports class, I require that the

students write an empirical research paper. This gives students the opportunity to apply concepts from class to topics that they are interested in and use data to test hypotheses. This type of work gives students an opportunity to experience what economists do. Having various types of graded materials gives students with diverse strengths the opportunity to succeed. Exams allow me to test for understanding of the concepts students should learn before leaving the class, while papers and projects enable me to see whether students can apply the material in a critical way.

Within an economics curriculum each class plays an important role in the development of students. Principles and intermediate micro and macro courses prepare students with the necessary understanding of theoretical concepts. Statistics, econometrics, and capstone courses provide students with the tools needed to use data to understand what we observe in the world and are critical in preparing students for work in economics. Elective courses introduce students to the various areas of study where economic concepts are most frequently applied. As each of these groups of courses are critical to student development in economics, I hope to get the opportunity to teach courses in each area. I would gladly teach micro at the principles, intermediate, masters or PhD level. I am also willing to teach macroeconomics at the principles or intermediate level. Statistics, theoretical and applied econometrics, and capstone are all courses I would be happy to teach at an undergraduate or masters level. For elective courses, I would enjoy teaching undergraduate courses in labor, the economics of education and human capital, health economics and sports economics, and labor or sports economics at the masters or PhD levels as well. I am also willing to teach industrial organization, antitrust and competition policy. In the upcoming spring semester, I will be teaching a large, 170 student, section of principles of microeconomics. I also have a willingness to teach online courses, have experience in online learning through my work with the company Knewton, and will be teaching online courses this upcoming summer.