

Summary of Teaching Experience
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"If you have an important point to make, don't try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time-a tremendous whack."

-Winston Churchill

Statement of Teaching Philosophy

My foremost goal as a teacher is to leave students with both the desire and the ability to analyze real phenomena in the world around them. To do this, I believe you need to first make students have a stake in subject matter beyond the grade they earn. Second, you must present the material in a clear, organized, and engaging way. In my (admittedly brief) teaching experience, I have found that both of these features need to be present to have a successful class.

How can we impart students with the same passion for economics that we as instructors have? The first and foremost way is to show that we are genuinely interested in what we teach. By injecting our own research into the subject matter (in a way undergraduates can comprehend) and viewing teaching as a way to revisit the concepts that underlie our research, students will pick up on our enthusiasm. It is also critical to establish a connection between the subject matter and current events. In my principles classes, I have required students to read a leading newspaper such as *The Financial Times* or *Wall Street Journal*. The subject material is then taught using current news events as a template. Too often instructors use abstract examples that students have no connection to when we exist in a discipline that has a wealth of real-world examples.

Imparting a desire to learn must be accompanied by effective pedagogy. I believe the most important feature of a course is in its organization. Economics is very much a cumulative discipline and an effective course needs both a logical sequence and tightly orchestrated class sessions. I believe a variety of different teaching styles is crucial. In my classes I have used traditional "blackboard lectures," powerpoint presentations, roundtable discussions where students are assigned an article and asked to comment on the issues using the tools they have learned, classroom experiments, and group sessions where students are divided into small groups to work on a set of problems. In my lectures, I explain issues both intuitively and explicitly. Another critical teaching resource is to be available outside of class. One-on-one interactions during office hours are key, and all of my courses have dedicated websites in which students can post questions and I post answers and relevant articles.

My philosophy of teaching exerts high demands on both the teacher and the student. Despite this, I have truly enjoyed the courses I have taught. Furthermore, I believe that teaching and research need not be separate entities at odds with one another. In many cases, reviewing the fundamental concepts of economics has inspired my own research. Added to the satisfaction of seeing students comprehend the subject matter and intelligently discuss real world issues, I believe that teaching yields surplus to both the student and the instructor.

Courses Taught

Principles of Macroeconomics	Summer 2003
Principles of Microeconomics	Fall 2003
Principles of Macroeconomics	Fall 2004
Principles of Macroeconomics	Spring 2004
Principles of Microeconomics	Fall 2005
Principles of Macroeconomics	Fall 2005
International Trade and Finance (<i>forthcoming</i>)	Spring 2006

Courses in which I have been a Teaching Assistant

International Trade	Fall 2002
Intermediate Microeconomics	Fall 2002
Probability and Statistics	Spring 2003
Topics in Macroeconomics	Spring 2003
Intermediate Macroeconomics	Spring 2003
Microeconomic Theory II (graduate)	Spring 2004
Econometric Methods (graduate)	Spring 2004
Microeconomic Theory I (graduate)	Fall 2004
Probability and Statistics (graduate)	Fall 2004

Average Scores from Teaching Evaluations.

Scoring range was 1-9, with 1 being the most negative and 9 being the most positive

	Summer 03	Fall 03	Fall 04	Spring 04	Weighted Mean
Total Number of Respondents	9	27	21	29	21.5
How much did you learn from the course?	7.78	6.37	6.95	6.64	6.75
How much did the course challenge and stimulate your thinking?	7.22	5.81	6.52	6.21	6.27
How well organized were the individual class sessions?	8.33	7.41	7.76	7.11	7.49
How well organized was the course as a whole?	8.11	7.22	7.95	7.39	7.55
How interested was the instructor in the course material?	8.11	7.15	7.95	7.29	7.49
How concerned was the instructor with what students were getting from the course?	7.67	6.81	7.43	7.00	7.12
How willing was the instructor to answer questions from students	8.78	8.04	8.38	7.93	8.16
How much did the instructor encourage students to express their ideas?	8.63	5.96	7.57	6.74	6.90
How accessible was the instructor for individual discussion about the course?	8.13	7.07	8.05	7.65	7.62
How interested was the instructor in helping individuals with particular concerns about the course?	8.56	6.74	7.89	7.54	7.48
How attentive was the instructor during individual interactions?	8.75	7.20	7.83	7.82	7.73
