TEACHING STATEMENT

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Teaching has been one of the most rewarding parts of my academic journey. For me, teaching is not simply the transfer of knowledge, but the opportunity to spark curiosity and equip the next generation of economists with the skills to tackle new questions and problems. I aim to cultivate an environment where students not only learn concepts but also gain the mastery to confidently explain them in their own words to a broad audience, and apply their knowledge to a wide range of contexts and problems.

I have served as a teaching assistant for a wide range of courses, starting with principles of economics and ranging to money and banking, as well as more applied empirical classes in international trade and macroeconomics. Working with different professors across these areas, I have thought deeply about what teaching strategies work best, what kinds of explanations are clear to students, and what practices ultimately help them succeed in their research and professional development, and applied these insights when I was an instructor for Statistical Modeling with R for Economics and Finance and International Trade Policy and Institutions.

A central part of my teaching philosophy is helping students see how concepts connect to real-world economic problems and guiding them to grasp the intuition behind a model or econometric technique before delving into the details. I have found that when students first understand the purpose and the real-world applications behind what they are learning, they are far better able to grasp the technical details and apply the methods across different contexts. A big part of this is maintaining clear organization by giving students a structured roadmap and solid foundations on which to build.

For example, in my statistical methods class, when I introduce the linear regression model, I begin by discussing when it is useful and what its limitations are before turning to the mathematical details and equations. I then build on this foundation to introduce more complex methods, showing how they emerge from familiar concepts and improve upon the basic model. I emphasize that these methods are tools in a broader toolbox and encourage students to think critically about their research question first in order to select the most appropriate tool. While students often gravitate toward the most complex methods they know, I stress that in many cases the simplest approach is also the most effective.

Another central part of my teaching philosophy is adaptability, especially in today's age of AI. While I teach students how to use R specifically, I also train them to be comfortable working with other programming languages and to use AI tools to augment their skills. At the same time, I stress the importance of understanding and critically evaluating the code they use. This approach prepares students to thrive in a rapidly evolving environment while maintaining rigor and critical thinking in their work.

Finally, I see teaching as an opportunity to help students build broader skills in collaboration and communication. I encourage active participation, peer learning, and presentations that train students to explain economic ideas to different audiences. Clear communication, constructive feedback, and the ability to work effectively in a team are essential skills that will serve students well whether they pursue careers in academia or in industry. I hope to continue learning and growing as an instructor, and I welcome every opportunity to do so.