

### **Teaching Philosophy Statement**

My teaching experience began during my undergraduate years when I served as a tutor for various mathematics courses. This experience sparked my passion for teaching and helped me discover my knack for explaining concepts by simplifying them. As I progressed through my graduate studies at UNC, I've had the opportunity to further develop my teaching skills as an undergraduate course instructor for Introduction to Economics and Industrial Organization, as well as serving as a Teaching Assistant for many semesters. My primary goal as an educator is to provide students with the tools needed to think like economists and apply this reasoning to their future careers, regardless of their chosen field. I stress the value economics brings to students of all backgrounds, especially when teaching the introductory course.

To achieve this goal, I strive to create an engaging learning environment that connects economic concepts to real-world situations. I mainly achieve this by relating course topics to relevant real-world or college events, to increase students' interest in the material. For instance, when discussing price discrimination in my Industrial Organization course, I use the familiar context of college sporting events and student pricing in ticket sales. Similarly, in my Principles of Economics class, I discuss exchange rates in relation to summer travel plans and how the latest fad influences demand, helping students grasp how global economic factors can impact their personal decisions.

I believe in the importance of active learning and problem-solving. I take care to emphasize that students learn the why behind the answer, rather than just the answer itself. I demonstrate through simple examples how intuition can shape the solution, so students can broadly take this approach to other problems. For example, I often have students attempt problems and then discuss how they arrived at their answers. This not only engages the students but also provides me with valuable insights into their reasoning, allowing me to adjust my teaching methods to address common misconceptions or difficulties. This enables me to really emphasize the value of understanding the reasoning behind solutions rather than just memorizing answers, encouraging students to apply this approach broadly to other problems they may encounter.

Recognizing that students may prefer different learning styles, I combine lectures with engaging activities. I find that when students are more engaged, they learn better, which greatly improves the quality of the class. The inclusion of activities provides a variety of extra opportunities for students to try to grasp or test their understanding of material from lectures, which boosts their overall understanding.

Continuous improvement is a key aspect of my teaching philosophy. I survey my students at the end of courses to better understand which topics were difficult to grasp, enabling me to properly focus and update teaching strategies for areas of need. After each version of a course, I review the feedback given by students and carefully consider the specific topics that were harder to follow, offering different explanations, dedicating more time, or providing additional practice problems. This consideration has consistently improved each course iteration I've taught, enhancing the learning experience and has led to high teaching evaluations and teaching awards.

It is deeply rewarding to see students become increasingly engaged with topics over the course, and I believe my effective teaching methods promote this. Through my background and teaching experiences, I am confident in my ability to design and teach courses that not only meet academic requirements but also inspire students to appreciate the broader applications of economic thinking in their lives and future careers.