

1. Statement of Teaching Philosophy

Good teachers shape lives. I say this with conviction because of the experiences I have had as a student. Indeed, in my longstanding academic life, I have encountered a myriad of teaching styles. Not every instructor was as forthcoming. Not every instructor tried to connect theory with real world examples. But some did, and that helped immensely! These variations in learning experiences have created a lasting impact on my stance as an instructor. As a teaching assistant at the University of Kentucky, I am doing my part to make a difference in the lives of some of my students through teaching, encouragement, and support. As I am finishing graduate school, I feel prepared to take on teaching at the college level.

I have enjoyed teaching and interacting with new students every semester. Teaching is nothing less than a performance where the challenge is to convey the information constructively so as to foster concept retention. My primary goal as an educator is to persistently adopt and develop teaching methods befitting students with different learning abilities. I design my class material in a manner that not only serves the visual learners but also the auditory learners. My primary method of assisting auditory learners lies in delivering the lecture clearly using spaced repetition between and within classes by listing down the topics before the lecture and recapping them afterwards to strengthen learning. Moreover, I have started recording my lectures and making them available to the students. For visual learners, I use a lot of the blackboard/whiteboard to solve equations and demonstrate graphs that aid their understanding of the material, in addition to using PowerPoint/PDF slides and software programs like Excel/JMP/STATA to teach them data analysis, especially in my econometrics classes.

By watching or reading about a sport one can only master all the rules of the sport but to become a good player of the sport, one must also know how to apply those rules effectively. Similarly, learning the concepts of economic theory is necessary but not sufficient to help a student become a successful economist. I have often used this as an introduction to my classes and talked about the importance of data and real world application of economic theory. Therefore, real-world examples are always an integral part of my lectures and assignments. For example, I give my students a case study on the South Korean growth experience in my Principles of Macro class. I encourage my students to follow three steps when answering an economic problem: observe (the situation), apply (the economic theory), and solve (the problem). I update my examples and assignments to recent events that helps capture the students' interest, like including questions on Coronavirus and the IS-LM-PC model in my Intermediate Macro class over the summer. I understand that students have varying capabilities, and hence, I try to introduce a variety of assignments and plan my lectures in a way that would not only interest the average students but also challenge the gifted ones. Such assignments and discussions help reinforce understanding of the material.

In my view, teaching is not only material-driven but also communication-driven, both inside and outside of the classroom. Therefore, I always make an effort to get to know my students either through ice breaking sessions for smaller classes or surveys for larger and online classes to know more about their backgrounds and knowledge of mathematics. Inside the classroom, I make the learning process very interactive, asking them easy questions to build their confidence and then gradually moving on to more challenging problems. I encourage

academic discourse in the classroom through group discussions that help them share their own and understand their classmates' experiences and perspectives. While engaging with students in the classroom makes them more attentive and motivates them to think critically, one-on-one communication outside the classroom is particularly helpful for those who are reserved or need extra support. I always urge my students to visit during office hours or contact me by appointment if they have any concerns. My rapport with my students outside the classroom helps them stay motivated and enthusiastic about learning inside the classroom. I strive to create a welcoming environment where students from diverse backgrounds feel comfortable learning. I strongly believe that is important to show students that the professor cares about them. I find it rewarding to build professional yet friendly relationships with my students which has inspired me to seek teaching as a career.

At the University of Kentucky, I have had the opportunity of exploring my interests in teaching in different capacities. As a grading TA, I worked with professors and learned how to design in-class and homework assignments effectively. As a primary instructor, I got to manage and teach my own classes often incorporating parts of my own research into lectures and assignments which increases their interest in research. As the Head TA for ECO391, our business and economics statistics course, I worked alongside Professor Dellachiesa to build the course module from scratch, managing both the in-person and online versions, creating weekly recitations and delegating responsibilities to the other TAs. To foster teaching enhancement, the Gatton College periodically organizes Economics teaching workshops that strengthened my fundamentals on student learning and retention, material presentation, professor-student relationships, and diversity and inclusion. Additionally, these workshops provided me with the opportunity to meet prominent teaching and education experts like Gregory Mankiw, Josh Angrist, Barbara Oakley, and Justin Wolfers and learn about their thoughts on teaching economics. I enjoy helping students learn and introducing them to the world of research, as well as using my skills in improving the classroom environment. I like the challenge of multi-tasking and managing all the jobs that I would be expected to do as an educator, while making progress on reaching my own academic milestones.