Teaching Statement

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My mission as an economics instructor is to pass on the core insights of economic theory and equip students with the skills to apply economic reasoning to their work and lives. Studying economics gives students an intuitive theoretical framework for making sense of economic news, public policy, and daily life. Teaching economics deepens my understanding of economic theory and practice by challenging me to communicate technical information to students of diverse backgrounds. For advanced undergraduate and graduate students, I aim to develop their skills as analysts who are proficient in mathematical economics and programming. In my early undergraduate courses, students learn to analyze markets through supply and demand, understand the institutions that influence economic policy, locate trustworthy data, and interpret key indicators to more thoughtfully engage with economic news and civic debates.

I pursue this mission to make economics applicable and relevant in two ways. First, I cultivate an active classroom in which students frequently test their knowledge of key concepts and practice applying economic reasoning. Second, I design assignments that connect abstract economic theories to empirical data. I have refined this approach through my experience as an instructor of record for Principles of Macroeconomics and as a Teaching Assistant for PhD-level Macroeconomic Theory. The University of Georgia recognized these efforts with the 2025 Swift Undergraduate Teaching Fellowship and the 2024-2025 Outstanding Teaching Assistant Award.

Engaging the Classroom: Active Learning, Feedback, and Reinforcement

My instructional philosophy emphasizes the use of "flipped" classroom activities and discussion of graded and in-progress assignments to develop students' ability to reason with economic models. In my Principles of Macroeconomics course, I review homework problems that challenge students and have them complete "daily participation" worksheets. One student noted in their course evaluation that I "did a great job at having us actively participate with answering class questions to use as examples as well as giving us work in class which are great for study guides." These in-class exercises ask students to recall definitions and apply key concepts, and my walkthrough of the solutions provides immediate feedback and an opportunity to address questions that might not arise if students were observing the presentation only passively. The participation worksheets and homework en-

gage students with concrete examples of how real-world events can be interpreted through economic models. This gives students the confidence to, for example, reason through how changes in a market shift consumers' willingness to pay or firms' marginal costs, rather than relying on rote memorization of various demand and supply shifters.

As recitation leader for PhD-level Macroeconomic Theory, I meet weekly with students to provide hints and answer questions about assignments and discuss the solutions for graded problem sets. In addition to reinforcing their understanding of the mathematical economic techniques required to solve partial and general equilibrium models, I illustrate how advanced mathematical techniques connect to and build upon the graphical intuition developed in intermediate courses.

Connecting Economic Theory to Programming and Data

To prepare students for careers in research, business, and public policy analysis, I integrate programming and data visualization directly into my instruction of economic theory. In my undergraduate course, I assign two data projects that guide students step-by-step through how to retrieve and visualize data from the BEA, FRED, and Penn World Tables with Excel or other basic spreadsheet software. The assignments then ask students to discuss how patterns in the data correspond to (or contradict) theoretical predictions. For example, students plot trends in the inflation rate and 30-year mortgage interest rates, seeing first-hand evidence of the Fisher effect.

For graduate students, I give a lecture each fall that provides a practical introduction to Value Function Iteration in MATLAB. I distribute my source code beforehand and ask students to execute it in step with the presentation. I share my screen to show both slides and the MATLAB console so that I can clearly demonstrate how a theoretical dynamic programming problem translates into code. This integrated, collaborative approach creates an engaged classroom in which students ask clarifying questions and work through any errors. It also provides them with materials that they can refer to when completing assignments or developing their research later in their graduate school careers.

The unifying theme in my experience as an undergraduate instructor and graduate teaching assistant is an emphasis on application and relevance. I seek to show students that economic theory gains meaning when tested against data and used to interpret the world around us. My goal is for students to leave my courses equipped with stronger analytical and technical skills and the confidence to use economic reasoning to make sense of complex real-world problems.