Teaching Statement

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Teaching Philosophy

Teaching, to me, is both a responsibility and a privilege. It is an opportunity to introduce students to economics not just as abstract theory, but as a powerful way of making sense of the world. My philosophy rests on three principles: *accessibility*, *engagement*, and *relevance*. Economics can often appear distant or technical to undergraduates, particularly to students outside the major. My goal is to break down that barrier, showing students how economic reasoning applies to the choices they already make every day and to the communities they live in. When students leave my classroom with both a stronger grasp of theory and a new lens for interpreting the world, I consider that success.

Teaching Method and Experience

In teaching ARE 150 (an introduction to economics course) to first-year students, I begin with the familiar. For example, when introducing opportunity cost, I draw from daily campus life, like, choosing between attending a club event or preparing for an exam, to show students how scarcity creates tradeoffs that shape their own experiences. From this foundation, I then extend to more complex material. My classes combine lecture with active learning, because I believe students retain and internalize concepts most effectively when they can see them in practice. For instance, when discussing willingness to pay, I organized an in-class trading exercise in which students exchanged everyday objects. Beyond the energy and humor such exercises bring to the classroom, the lesson is concrete: people value goods differently, and voluntary trade allows those goods to move to higher-valued uses, leaving both parties better off. Similarly, I designed a project where students identified an economic issue on campus or in their community and analyzed it using the concepts they learned during the course. Students found it very useful, because it demonstrated how economic reasoning is not confined to a textbook but is a skill they can apply to real problems around them.

Incorporating Technology and Research in Teaching

I also incorporate technology and structured interaction to sustain engagement and give immediate feedback. Tools like iClicker and Kahoot turn quizzes into interactive competitions, encouraging participation from even the most reserved students and allowing me to quickly gauge comprehension. These exercises are not only lively but also formative, enabling me to adjust instruction in real time. I connect course material to ongoing research as well, showing how the same theories they are encountering in class underpin active policy debates. For example, while teaching externalities, I drew on my work linking air quality to school absenteeism. This not only helps students connect abstract theory to real-world issues, but also inspires them as they see that the same concepts they are learning in an introductory course underpin active research with direct policy relevance.

To further support student learning, I also encourage the use of generative AI tools in ways that complement rather than replace traditional instruction. For example, I suggested students to use large

language models (LLMs) to generate personalized practice quizzes and flashcards, which many found helpful for reinforcing key concepts. I emphasize that these tools should supplement, not substitute, their own learning. AI has also proven especially useful for accessibility, as it can help English as a Second Language (ESL) students rephrase difficult passages or summarize lectures in simpler English, or even translate to their native languages. Used thoughtfully, AI can support diverse learners, foster digital literacy, and provide low-stakes opportunities for students to test their understanding while maintaining academic integrity.

Accessibility and Inclusivity

Accessibility is one of my core priorities as an instructor, and I design my courses so that all students can engage meaningfully with the material. Because many students in ARE 150 come from agriculture, forestry, or animal science majors, I adapt examples to their disciplinary contexts. Case studies from farming practices, forestry management, or food supply chains make the principles of microeconomics more tangible and relevant. I also view inclusivity as central to effective teaching. Beyond formal accommodations, I provide individualized support through office hours and offer bonus opportunities such as quizzes and optional projects. These practices ensure that students with diverse backgrounds and levels of preparation remain motivated by curiosity and understanding rather than discouraged by grades. My goal is to create a learning environment where every student has multiple pathways to succeed.

Evaluation

Student feedback suggests that these approaches resonate with them. In my Fall 2024 ARE 150 course, nearly 70% of students rated my clarity of presentation, variety of teaching methods, and assessment strategies as beneficial, while 79% rated my responsiveness to questions as highly beneficial. Written comments praised my passion, accessibility, and ability to make economics engaging, with one student noting that the course *"changed the way I view the world."* For me, this is the clearest evidence that my teaching philosophy achieves its purpose.

Graduate and Advanced Teaching

For graduate and advanced field courses in areas such as Environmental Economics, Urban and Regional Economics, or Energy Economics, I would place stronger emphasis on applied research, policy evaluation, and analytical rigor. While I have not yet had the opportunity to teach graduate-level courses, my research background and prior mentoring experiences equip me to do so, and I have developed a clear vision for how I would structure them. Assignments would move beyond textbook exercises toward projects that mirror real-world policy and research questions. For example, students might produce staged policy briefs on topics such as evaluating the economic impacts of renewable energy adoption, analyzing the distributional effects of urban greening initiatives, or assessing the costs and benefits of regulatory interventions in energy markets. These multi-stage assignments would not only develop theoretical and technical skills in econometrics and modeling, but also build communication capacity by requiring students to distill complex analysis into clear arguments for academic, policy,

and practitioner audiences. My approach draws on evidence-based strategies from the scholarship of teaching and learning, emphasizing active learning, project-based engagement, and open-ended inquiry that allows students to pursue topics aligned with their own interests while honing skills directly relevant to careers in research, policy, and industry.

Teaching Interests

I have a broad set of teaching interests that span both the theoretical foundations of economics and its applied dimensions. I am prepared to teach core economics courses at the undergraduate and graduate levels, and I am equally enthusiastic about developing and offering field courses that connect economic theory to pressing real-world challenges. My training and research experience position me to cover a wide range of topics in both areas.

Economics

- Principles and Advanced Microeconomics
- Econometrics and Applied Econometrics
- Statistics
- Causal Inference
- Research Design

Applied Economics

- Environmental Economics
- Natural Resource Economics
- Energy Economics and Policy
- Water Economics and Policy
- Urban and Regional Economics
- Economics of Education and Human Capital

In addition to these, I am interested in developing courses that draw directly on my research agenda, such as one on the economics of environmental quality and community resilience, where students would explore how natural disasters, pollution, and infrastructure transitions affect economic and social outcomes. I also see opportunities to design project-based seminars that train students to combine economic theory, econometric methods, and spatial data analysis to evaluate policy interventions.

Ultimately, my goal as an educator is to equip students with the tools of economic reasoning while fostering curiosity, confidence, and a sense of relevance. Whether teaching first-year undergraduates encountering economics for the first time or graduate students applying advanced methods to pressing policy challenges, I strive to create an environment where students are actively engaged, supported in their learning, and able to connect theory to practice. By combining accessibility, engagement, and relevance, I aim not only to help students succeed in the classroom but also to prepare them to think critically and apply economics in their future academic, professional, and personal lives.

Teaching References

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