

Teaching Statement

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Economics is central to many interdisciplinary fields and shapes how we think about daily life and world events. My first economics course as an undergraduate was Principles of Microeconomics, and the professor taught it in the most discouraging way with no real-life applications and no friendly atmosphere for students to share ideas. As an instructor, my deepest commitment is to ensure my students never feel what I felt. Teaching economics to me is not about covering a list of concepts. It is about giving students ways of thinking they carry forward for years, long after the course ends and regardless of where their lives take them.

As a graduate student at Georgia State University, I have the experience of independently designing and teaching both in person and online courses. My first semester teaching Principles of Microeconomics, an introductory undergraduate course, ended with a 93% course completion rate, which rose to 98% the following semester in a class of 120 students. This was a successful start, as teaching introductory economic concepts to freshmen who have no background in economics requires effort both to teach the material and to help students make the transition from high school to university. Based on student feedback, I made changes such as better explanation of grading from day one and more room for students to ask questions, which improved my evaluation in the second semester: instructor preparedness rose to 4.9 out of 5 and communication jumped from 4.5 to 4.7.

My teaching is organized around three goals that reinforce each other. The first is building real economic reasoning. Economic models and concepts can be complicated, and I believe that a good instructor should make hard concepts approachable. Once they get the concepts, they start finding examples on their own and thinking beyond what we covered in class. In Principles of Microeconomics, for example, I had students connect what we were learning to their own grocery shopping, and that alone changed how they saw the material. Students later noted in evaluations that the course changed how they think about real-world issues, which is exactly what I aim for. My Environmental Economics and Policy course, an upper-division undergraduate elective, was even more naturally connected to the world around them. The whole semester we were inside actual debates, whether to tax carbon or cap it, who bears the cost when a river gets polluted, and what sustainable development actually means in practice. For the final project, students had to pick a real topic, apply the tools and policies we covered, and make an argument in writing, which pushed them to think through the material rather than just repeat it.

The second goal is communication and being accessible to students. Teaching over a hundred students in a large introductory course is not easy. It requires careful management and structure to handle the class while leaving room for students who learn differently. I structure lectures and slides so that complexity builds gradually, keep office hours open, and give detailed written feedback on assessments. I also keep the classroom open to questions and encourage students to share their perspectives during class discussions, because when students feel

comfortable speaking up, the whole class learns better. At Georgia State University, I teach a highly diverse student population, including first-generation college students, students from a wide range of racial and ethnic backgrounds, students with varying levels of academic preparation, and students with special accommodations, and this experience has reinforced my commitment to making every aspect of the course accessible to all students. I have also invested in deepening my understanding of universal design for learning, which has sharpened how I think about building flexibility into course design from the start rather than making adjustments after the fact. For ECON 4220, I built a fully online asynchronous course where discussion posts were graded, giving students a real reason to engage with each other rather than just moving through modules alone.

My third goal is engagement and participation. Unlike many instructors, I draw graphs step by step rather than showing students a finished version on a slide. Students can follow the logic as it builds rather than staring at a completed picture trying to figure out what happened. One student said that was what finally made it click. In my online Environmental Economics and Policy course, I curated short video links for each topic so students could see real cases before engaging with the theory. A video about an actual pollution dispute or a carbon market in practice is more engaging than beginning with the theoretical model, and students came to the discussion posts with sharper questions when they had that context first.

As a faculty member, I am prepared to teach across the economics curriculum. At the undergraduate level, this includes core courses like Principles of Microeconomics and Intermediate Microeconomics as well as applied courses like Environmental Economics and Health Economics. At the graduate level, my background in applied microeconomics and causal inference has prepared me to teach graduate-level applied economics courses, including environmental and natural resource economics and theory. My research on the health and early childhood education effects of air pollution and health behaviors directly shapes how I teach, and my experience as a teaching assistant for graduate Public Economics deepened my understanding of how graduate students engage with complex policy material. Whatever I teach, my aim is the same: that students leave with a way of thinking they will still be using long after they have forgotten the specific models.