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TEACHING STATEMENT

Teaching Experience

I am proud of my record as an effective instructor. I have had the opportunity to teach introductory courses in Microeconomics and Macroeconomics to over five hundred students as an independent instructor. Through different modes of instruction, I have gathered significant experience that will aid me in academic roles requiring teaching. I am competent in using a wide range of pedagogical tools, ranging from traditional in-class lectures to incorporating online and hybrid instructional modes. For my teaching efforts, I have been awarded the William L. Holahan Prize for Outstanding Teaching in 2023. This award is given to graduate students in Economics Department with excellent contributions in teaching and encourages passionate and thoughtful education.

When I began my PhD program in 2018, I served as a Teaching Assistant (TA) for Principles of Macroeconomics, working under the supervision of tenured faculty members. During that time, my duties included leading three 50-minutes discussion sections every week for approximately 25 students in each section. The objective of these sections was to supplement the instructor's lectures with opportunities for students to reinforce their learning through focused discussions and practice materials. As a TA, we had immense flexibility to design the discussions, giving me my first opportunity experiment with pedagogical methods.

Since my second year, I have served as the sole instructor for Principles of Microeconomics, teaching approximately 50 students per semester in weekly 150-minute sessions. My responsibilities have included planning the full curriculum, preparing lectures, writing and grading problem sets and exams as well as assigning the final course grades. The objective of this course was to introduce them to the fundamental microeconomic concepts. In a Summer semester, I have co-instructed Principle of Macroeconomics and independently taught a course titled "Economics of Personal Finance" where I introduced healthy financial habits to incoming first-year undergraduates. Overall, by now I have taught hundreds of students in different capacities.

Although I did not get an opportunity to teach graduate students in any capacity within the department, I was fortunate to conduct a one-day bootcamp on R for the graduate students at Lubar School of Business, UWM in Fall 2023. In this course, I introduced students with different levels of prior programming experience to the basics of R, starting from basic operations to running regressions. It was challenging, but nevertheless extremely satisfying as it allowed me to broaden my skill set as an instructor and gave me experience interacting with a different group of students.

Going forward, I am enthusiastic about seeking out similar opportunities to engage with graduate students through hands-on workshops focused on building impactful skills.

As an instructor and a former TA, I have experimented with a diverse range of pedagogical tools. In addition to the more traditional in-person teaching methods that involve a whiteboard, I am also conversant with technology-driven online teaching tools. The pandemic necessitated a rapid shift to remote learning and provided me with a valuable opportunity to explore new teaching techniques. I have incorporated various blended learning methods into my instruction like pre-recorded videos, interactive learning modules, and collaborative discussion boards among others. The transition has challenged me to think more creatively about utilizing complementary technological platforms to enhance student engagement and comprehension. As an when I felt necessary, I have incorporated remote and digital components to expand the learning opportunities.

My continuous efforts to improve my teaching skills are reflected in the progressively higher student evaluations I have received over time. This positive trajectory demonstrates my deep commitment to teaching excellence – I take these responsibilities extremely seriously and am willing to make concerted efforts to become an even better educator.

Teaching Philosophy

My teaching philosophy revolves around three central tenets. First, I aim to create an open and honest line of communication with my students so that they feel comfortable sharing their concerns about anything related to the course. Second, I strive to create an environment that welcomes students from all walks of life, regardless of socioeconomic background, race, religious beliefs and disability status. Third, I constantly work on my teaching methods to do a progressively better job at instructing.

In my roles as a TA and an independent instructor, I have always aimed to create an encouraging environment that facilitates student learning. To promote engagement, I hold weekly office hours and accommodate appointment outside of the regular time to maximize availability to my students. I have found that sometimes they hesitate to share their difficulties in front of their peers, so providing them with an opportunity to have a private conversation during office hours helps built trust and support. My goal is to foster an inclusive atmosphere where students actively utilize my office hours to strengthen their comprehension and also take ownership of their learning journey. My student-centric approach revolves around responsive support, approachability, and dedication to their academic growth.

I strongly believe that all students, regardless of their gender, race, ethnicity, socioeconomic status, sexual orientation and disability status (among others) deserve an equitable opportunity to quality education. It is my responsibility as an instructor to create an environment that is inclusive and accommodates diverse needs. Whether it is through additional materials, flexible attendance policies, and/or alternative testing methods, I am committed to doing my best to remove barriers so that all students can thrive academically.

To further these goals, I have regularly attended workshops organized by the Accessibility Resource Center (ARC), a center dedicated for this purpose, to better understand the needs and help create a more equitable learning space. I have also participated in cross-disciplinary discussions on inclusive teaching methods. My commitment is to create a classroom culture where each student feels recognized, valued and empowered in their unique learning journey.

As an instructor, I believe it is important to continuously reinvent and enhance one's teaching methods. To further develop my pedagogical skills, I have attended workshops offered by UWM's Center for Excellence in Teaching and Learning (CETL) to expand my repertoire of instructional techniques. I regularly apply these learnings in my class – my course content is a mix of traditional lectures, blended with real-world examples, collaborative activities and a variety of practice materials. This multifaceted approach facilitates student comprehension and engagement from multiple dimensions.

Teaching Interests

Even though, my current teaching experience is limited to introductory courses, I am eager to teach intermediate courses in Microeconomics and Macroeconomics as well. In addition to that, I am also keen on teaching undergraduate courses in Econometrics and Statistics, emphasizing data analyses and programming skills. At the graduate level, I am interested in courses covering Microeconomic theory, Econometrics, Labor Economics and Health Economics. Additionally, I would welcome opportunities to supervise undergraduate and graduate student dissertations as well as organize workshops to boost students' research skills. My goal is to continue expanding my repertoire across varying levels of Economics curricula.

Teaching Evaluations

In this section, I provide the teaching evaluations I have received over the course of time. Please note that no evaluations were collected during Spring 2020 due to COVID-19. In Fall 2022, I taught two independent sections of Principles of Microeconomics and hence had no teaching assignment during Spring 2023. Most of the responses are coded in the form of a Likert scale, ranging from 1 to 5 where 1 is "Strongly Disagree" and 5 is "Strongly Agree". Questions marked with * are coded as "Yes" and "No", where 1 is "Yes" and 0 is "No". I report the mean value of the responses. In the last column, I report the average score on that question for other instructors of undergraduate courses that includes fellow PhD candidates as well as tenured faculty members. In the parentheses, I report the percentage of students who answered the question. The response rate of the student evaluations is around 25%. Although it is on the lower end, it is similar to that of the instructors in the department.

Semester: Fall 2022, Course: Principles of Microeconomics, Role: Instructor

Question	Section 1	Section 2	Dept. Avg

Of the classes you attended or participated in online, what proportion were clear and well organized?	4.25	5	4.08
How does the difficulty of this course compare with the difficulty of your other University courses?	3.75	4	3.26
Compared with other courses the University of Wisconsin - Milwaukee, how would you rank the usefulness of the assigned readings and materials?	4	5	3.61
I learned a great deal from this course.	4.5	5	3.66
The instructor made sure the class understood the objectives.	5	5	3.81
I would recommend this course to other students. (*)	1	1	1.09
I would recommend this instructor to other students. (*)	1	1	1.21

Semester: Spring 2022, Course: Principles of Microeconomics, Role: Instructor

Question	Score	Dept. Avg
Would you recommend this course to a friend?	3.72	3.61
Would you recommend this instructor to a friend?	4	3.72
Compared with other instructors the University of Wisconsin - Milwaukee, how well did this instructor communicate course materials?	4.20	3.80

Semester: Summer 2022, Course: Principles of Macroeconomics, Role: Co-Instructor (Evaluations were not collected for instructors separately.)

Question	Score	Dept. Avg
Would you recommend this course to a friend?	4.25	3.72
Would you recommend this instructor to a friend?	5	3.82
Compared with other instructors the University of Wisconsin - Milwaukee, how well did this instructor communicate course materials?	4.75	3.78

Semester: Summer 2022, Course:- Economics of Personal Finance, Role: Instructor

Question	Score	Dept. Avg
Would you recommend this course to a friend?	3.11	3.72

| Would you recommend this instructor to a friend? | 3.22 | 3.82 |
| Compared with other instructors the University of Wisconsin - Milwaukee, how well did this instructor communicate course materials? | 3.11 | 3.78 |

Semester: Fall 2021, Course:- Principles of Microeconomics, Role: Instructor

Question	*Score*	*Dept. Avg*
Would you recommend this course to a friend?	3.47	3.50
Would you recommend this instructor to a friend?	4.06	3.80
Compared with other instructors the University of Wisconsin - Milwaukee, how well did this instructor communicate course materials?	4.12	3.85

Semester: Spring 2021, Course:- Principles of Microeconomics, Role: Instructor

Question	*Score*	*Dept. Avg*
Would you recommend this course to a friend?	3.25	3.77
Would you recommend this instructor to a friend?	4	3.92
Compared with other instructors the University of Wisconsin - Milwaukee, how well did this instructor communicate course materials?	3.50	4.01

Semester: Fall 2020, Course:- Principles of Microeconomics, Role: Instructor

Question	*Score*	*Dept. Avg*
Would you recommend this course to a friend?	3.88	3.41
Would you recommend this instructor to a friend?	3.88	3.62
Compared with other instructors the University of Wisconsin - Milwaukee, how well did this instructor communicate course materials?	3.88	3.74

Semester: Fall 2019, Course:- Principles of Microeconomics, Role: Instructor

Question	*Score*	*Dept. Avg*
Would you recommend this course to a friend?	2.05	2.98
Would you recommend this instructor to a friend?	1.95	3.19

Compared with other instructors the University of Wisconsin - Milwaukee, how well did this instructor communicate course materials?	2.11	3.29