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Teaching Statement

My teaching philosophy is centered around helping students in the practical application of the knowledge taught in the course. I believe this requires **using concrete examples in the classroom**, **regular learning assessments**, and **flexibility in my teaching style**.

For the last five years, I have gained substantial experience as a teaching assistant for various undergraduate economics courses. The majority of my experience has been in the areas of microeconomic theory and applications. Some of these courses were entry-level, while the others were more advanced. Entry-level courses usually had large enrollments, with many students having little prior knowledge of economics. On the other hand, the advanced courses usually contained students already familiar with core economic principles and previous understanding of related concepts. As a teaching assistant, my responsibilities varied from organizing conference and tutorial sessions, checking examination papers, and communicating with the students during regular office hours. Given my research interests and teaching experience, I would welcome an opportunity to teach graduate courses on development economics, microeconomics (both theory and applications), and the economics of information & networks. At the undergraduate level, I am also well prepared to teach development economics, behavioral economics, microeconomics, and the economics of information & networks.

Working as a teaching assistant for a diverse set of courses helped me realize the need for **flexibility in my teaching style**. I believe that for effective communication of knowledge, I need to cater to students' existing level of understanding. For example, students in an introductory development economics course without prior knowledge of calculus require me to simplify complex optimization problems. Thus, I teach them differently than students with previous experience solving similar mathematical optimization problems. Even within the same course, students vary in their capacity to learn, which I pay particular attention to while communicating with them.

Using concrete examples helps students solidify the abstract knowledge from the course. For this reason, I integrate applications into my lectures. For instance, as the teaching assistant for an undergraduate-level development course, I taught students the methods of impact evaluation (Randomized Control Trials, Instrumental Variables, and Differences-in-Differences). The objective was to help students better understand the content of the lectures given by the course instructor. The impact evaluation methods may seem very abstract to undergraduate students, given their limited knowledge of statistics and econometrics. To help anchor the abstract concepts to reality, we complemented the econometrics of the impact evaluation methods with practical examples and applications in different research papers. Similarly, while teaching economic models such as Solow Growth Model and Harris-Todaro Model, I use several possible applications of these models in explaining real-world circumstances as examples to ground the abstract theory of the model.

Finally, I believe that **regular assessments** are the key to ensuring the students are learning appropriately. Students usually have diverse academic backgrounds in undergraduate courses. Thus, my teaching strategy may not be equally effective for every student, and I expect the effect to vary depending on the student's academic background and interest in the topic. Regular assessments, consistent grading strategies, and proper feedback are the tools that help me ensure the quality of learning for a diverse group of students. Additionally, I believe office hours and TA conferences are essential for helping students at different stages of their learning.