

TEACHING PHILOSOPHY

My teaching philosophy is shaped by diverse experiences, from tutoring assignments at Washington State University's Department of Economics in Pullman to leading formal courses at Kansas State University. Recognizing the varied academic skills, learning needs, backgrounds, and interests students bring to the university environment, I am committed to fostering skill development and active learning opportunities.

Firstly, I prioritize offering skill development opportunities tailored to each student's level. Working with real-world data enhances understanding of economic concepts and hones data management skills. Additionally, I encourage collaborative case studies, where students are assigned to groups to explore economic topics and present findings. This exercise nurtures public speaking skills and deepens comprehension of economic principles.

Secondly, I incorporate active learning methods to bridge the gap between theory and application. I have observed that students often need help to apply theoretical knowledge to empirical questions, leading to frustration during assignments. To address this, I organize practice sessions after each chapter's lecture. These exercises align with topics covered in class, enhancing familiarity with course content and assignment performance. Real-world videos complement learning, linking economic models to practical examples.

Prioritizing universal learning design, I create adaptable learning environments catering to diverse student preferences. Recognizing that note-taking styles vary, I accommodate printed lecture slides and handwritten notes. Student feedback guides these adjustments, allowing me to strike a balance that supports effective learning. By engaging in brief post-class discussions, I continuously gather insights and evaluations to refine my teaching approach.

Moreover, I acknowledge the diverse backgrounds of my students, leading to varying paces of progress within the class. Every student possesses the capability to grasp the course material; they require different amounts of time. Given the constrained duration of each semester, students need to demonstrate their commitment to learning. Recognizing and celebrating their diligence holds significance. This approach alleviates potential frustration among students, encouraging their continued pursuit of economics courses in the future. It's imperative not to set limitations on students but instead provide them with a sense of accomplishment following their dedicated efforts. This, too, is a fundamental aspect of my role as an educator.

Ultimately, my pedagogical strategies aim to equip students with a solid understanding of economic concepts, empowering them to evaluate complex economic issues and thrive in their professional endeavors.