

Teaching Statement

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My desire to teach has been a central motivation in my pursuit of academia. After completing my undergraduate studies, I served as a teaching assistant in the Department of Economics at Kwame Nkrumah University of Science and Technology, where I conducted tutorial sessions in econometrics. As a graduate student and primary instructor at Kansas State University, I have taught nine undergraduate classes, including both in-person and online courses in Principles of Microeconomics, Principles of Macroeconomics, Intermediate Macroeconomics, and Intermediate Microeconomics. These experiences have broadened my versatility in teaching students at various levels. My commitment to teaching was recognized with the *Thomas Graduate Student Teaching Award in Economics* for excellence in undergraduate instruction. I believe students are the foundation of academia and instructional techniques should be tailored to meet their needs. My primary teaching goal is to provide the necessary support for student success, grounded in the following principles.

First, my teaching philosophy is built on the belief that education should be inclusive, engaging, and practical for all students. I aim to create a welcoming classroom environment that encourages participation and fosters a sense of belonging, essential for effective learning. On the first day of class, I invite students to introduce themselves and share their expectations. For smaller classes, this is done verbally, while in larger or online classes, I use a discussion prompt. This approach helps me understand students' needs and tailor my teaching accordingly. I also encourage students to share fun facts about themselves, which helps create a relaxed atmosphere and promotes interaction. Sharing about myself further puts students at ease, fostering open engagement.

Second, I believe economics is best understood when theoretical concepts are connected to real-world examples, particularly in introductory courses like Principles of Macroeconomics. I incorporate current events and practical examples to help students relate the material to their own lives. For instance, I use videos from a website called "Teaching with Superstore" to illustrate key economic concepts and compare economies to enhance understanding. In macroeconomics, I show YouTube videos of agricultural practices worldwide to explain labor-intensive versus capital-intensive systems and present cross-country economic data on GDP, inflation, and unemployment from the FRED database. These examples help students relate more effectively to the material.

Active student participation is another cornerstone of my teaching approach. I promote open dialogue and assign discussion-based activities where students can share

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perspectives on application questions, typically hosted online via Canvas. Examples include discussions on equity versus efficiency, high fines as a deterrent to crime, and using supply and demand models to understand the impact of the COVID-19 pandemic. This approach fosters interactive learning, builds students' confidence in expressing ideas, and ensures that every voice contributes to the collective learning experience.

While fostering inclusivity, I also maintain a disciplined classroom rooted in mutual respect and responsibility. I set clear expectations regarding respect, punctuality, and engagement, balanced with flexibility for individual needs. For instance, I offer flexible deadlines for students facing challenges and hold Zoom office hours for those unable to attend in person. This approach maintains structure while demonstrating empathy, which students have appreciated, noting that it made them feel valued.

I also believe in a dynamic approach to teaching. I always approach each class differently, incorporating the lessons learned from previous sessions into future ones. I embrace innovations that benefit both my students and me, such as using MacMillan Learning's Achieve platform and McGraw Hill's Connect, which offer interactive graphs, adaptive assignments, and discussion tools. Recently, I introduced Kahoot games after each chapter, encouraging group play to foster collaboration. Students find these activities both fun and educational.

Finally, feedback is central to my teaching philosophy, as it drives continuous improvement and responsiveness to students' needs. I take teaching evaluations seriously, actively reflecting on positive feedback and constructive critiques to refine my methods. I also invite informal feedback throughout the term, encouraging students to share their thoughts on assignments, exams, and teaching tools. This ongoing process allows me to adapt in real time, fostering a culture of mutual growth where student feedback enriches the overall learning experience.

Reflecting on my teaching journey, I have found that creating a welcoming, hands-on, and interactive learning environment not only improves academic performance but also better equips students to apply economic concepts in their daily lives. As I face new challenges and opportunities, my philosophy continues to evolve, with a consistent goal of making economics an engaging and relevant subject for all students.