TEACHING STATEMENT
November 2024

I believe the goal of teaching is to help students become their best selves. I find great pleasure in gifting students with a toolkit that shapes and transforms how they think and act. In what follows, I outline the three connected pillars of my teaching philosophy that I apply to all my courses.

1. *Active Learning*

Active learning, defined as a "method of learning in which students are actively or experientially involved in the learning process", enables students to learn at higher levels of Bloom's taxonomy (such as applying, analyzing, and synthesizing). In my classrooms, I create ample opportunities for active learning.

In my methodological classes (such as microeconomics), I encourage active learning in a few different ways. First, I use the polling software to get just-in-time feedback to evaluate students' understanding of the subject matter. Second, I provide students with practice problems after every class, which I call *Figure-it-Outs*, to apply the material that they have just learned during that lecture. I post written and video solutions to these practice problems. Third, I assign frequent problem sets. Since learning occurs when students apply what they learn in one context to another context, the problem set questions require students to answer questions that are more challenging than the ones in the *Figure-it-Outs*. These low-stake opportunities allow students to get frequent practice with the material.

Active learning is also at the heart of my other classes (such as economics of education and experimental design). In these courses, I encourage active learning through reading assignments, problem sets, student presentations of existing research papers, and/or research projects. Reading assignments allow us to have more informed and engaging discussions on the readings. Problem sets allow students apply the methods learned in class to novel problems. Presentations are tailored towards improving students' skills of critically reading a paper and presenting it. Research project in the experimental design class requires students to create a robust experimental design to answer a question of interest. This project allows students to apply the skills they learned in the class such as choosing appropriate incentive structures and appropriate sample sizes while addressing critical issues, including internal validity and external validity concerns. Research project in the economics of education class requires students to apply economics to the questions related to K-12 policies or higher education policies and to examine evidence critically. Students discuss the policy, what the expected effects are based on the economics of education theories we learned during the class, and how they would analyze the causal effects of this policy using the appropriate methods. In a more advanced version of this class, I also require students to find and analyze data, synthesize their findings, and interpret their findings within the context of the literature.

2. Group Work

Research shows that group work is effective at improving learning, especially when the task in group work involves applying concepts to a novel problem. Hence in all my classes, I actively encourage group work when possible. To build an environment of trust, each class starts with a peer-to-peer check-in where students talk about the previous class material/assignments and what they are finding challenging. Students generally work on the questions posed through the polling software in groups of two or three after thinking about the answers themselves first. This approach helps them form their ideas before discussion and might help quieter students become more active participants during the discussion. During these activities, students have a chance to explain their reasoning to each other and challenge each other's answers. Students also work in groups for their research presentations and research papers which allow them to hone their interpersonal skills which are necessary and highly valued in today's work life. Hence, by exposing students to group work in college, I aim to prepare them to thrive at work by becoming well-functioning professionals.

3. Academic Support

I set high expectations for all my courses and challenge the students at appropriate levels. To allow each student to learn at a deeper level, I aspire to create a supportive environment in all my classes. First, I strive for organization and clarity using the learning management systems. Second, to treat each student fairly, I utilize tools like Gradescope, which helps with applying the grading rubrics unanimously and allows anonymous grading. Third, I provide students with course materials that can help their understanding, such as slides, skeletal outlines, written and video solutions for in-class activities, and detailed solutions for problem sets and quizzes. In addition to these materials, depending on the class, I supply various guidelines on different topics such as how to choose a research topic, where to find the relevant data, how to perform the data analysis, and how to structure the paper. Finally, I support student learning through office hours, discussion boards, and email conversations.

Teaching Background

I have taught elements of economic analysis I (an advanced microeconomics class that only covers consumer theory), experimental design, and introduction to economics of education at the University of Chicago. I taught introductory economics, intermediate microeconomics, and economics of education at Loyola Marymount University. During my PhD at Stanford University, I was the teaching assistant for the economics of education course, and I was awarded the department-wide outstanding teaching assistant award.