

Statement of Teaching Philosophy

I seek to present the discipline of economics as an evolving science with disputes among prominent scholars. It is my view that as economics continues to grow, its students should be aware of the path it took and why. Therefore, when introducing a definition, assumption, or modeling framework to class, I try to identify the essential elements of the context or debate from which it arose. This is particularly useful in class discussion involving policy implications.

This presentation of the discipline coincides with my objective to get students critically engaged with the subject matter. I have found that when students are presented with disputes between economists and comparisons of theories they are able to construct logical opinions and critically examine the framework in front of them.

Hence, I believe in a classroom experience that is oriented around the development of student thought. Providing students with the ability to recognize and recall class material is essential, but is not my ultimate goal. I want students to develop the skills to synthesize various ideas from class to gain a deep and broad understanding. Further, I hope students will leave my classes with the knowledge to interpret related current and historical events by applying or extending content of my classes.

To this end, my teaching philosophy is to encourage any and all student comments in class and relate them to the class content. I am interested in various course structures such as seminars and courses that utilize service-learning activities. As I grow as an instructor, I broaden my teaching style to incorporate more styles of learning that my students possess. This includes utilizing technology that can enhance the comprehension of class content.

I am also committed to examination structures that require students to recall, synthesize, and expand class content. I seek to develop the skills of students of all abilities. Thus, I develop assignments and exams that test student abilities at various levels. As a semester progresses, I believe in having mechanisms to reward students who maintain a strong level of commitment or who show signs of improvement.

While the classroom is a substantial part of teaching, I also believe teaching includes a wider array of activities. For instance, I seek to develop mentoring relationships with students in which I am able emphasize the principles and predictions of economic thought in their everyday lives and in current real world situations. This requires engaging with students in intellectual and service activities outside of the classroom.