

Teaching Statement

In addition to research, I firmly believe that teaching is a serious responsibility of every academic. I have been a teaching assistant since the first year of my Ph.D. at both undergraduate and graduate levels. I have been a teaching assistant in all three core courses of economics and the principal of economics course at the undergraduate level, as well as the advanced macroeconomics and quantitative methods courses for graduate students. As a teaching assistant, I was responsible for designing and grading exercise sessions and problem sets. Since 2022, I have also been a lecturer for the undergraduate macroeconomics course, organizing the entire course, including lecture notes, exercise sessions, problem sets, and exams.

Depending on the teaching needs of your department, at the undergraduate level, I am comfortable teaching any course in macroeconomics and econometrics, as well as introductory courses in microeconomics and quantitative methods. At the graduate level, I could teach more advanced courses focusing on quantitative/empirical macroeconomics. I would particularly prefer to teach empirical courses in the cross-section of econometrics and macroeconomics. By providing the necessary computational tools, I can help students on their journey of collecting and analyzing data to test relevant economic issues. More specifically, I provide a large set of models and applications in R regarding data analysis, as it is one of the most valuable tools used in both industry and academia.

My affection for teaching has grown over the years. I see teaching as a task to transmit knowledge to younger students and an excellent opportunity for the instructor to learn and grow by interacting with students with diverse mindsets to understand economic concepts. At the same time, in my opinion, delivering knowledge to students with various backgrounds is one of the main challenges in teaching economics. In my teaching, I always consider this diversity by explaining every concept in different ways to ensure that all students have a proper understanding of the content. For example, in teaching econometrics, in addition to formulating the theoretical content, I use current affairs examples to make students internalize the core intuition.

I always try to motivate students to follow a research approach regardless of the course content. To do so, I particularly dedicate part of the course to a set of problems in the form of research questions where students should follow what an economist does in confronting research questions. I help students go through various sources, such as peer-reviewed articles, to gather relevant evidence, analyze, and use them to build up a scientific paper addressing the research question. I also encourage students to present their findings to others to develop their presentation skills. Following this approach, students improve their critical thinking, research skills, and soft skills, which are helpful for their studies and careers at later stages.

In my experience, teamwork is another crucial parameter for the success of many students. Therefore, I require my students to form groups to carry out given homework assignments. Collaborating with each other not only has a positive effect on the learning experience of students but also helps them to have an experience close to what they will encounter in the future as economists doing joint research projects with their colleagues.

My teaching skills have evolved over time. I carefully consider the evaluations of my students since I find them helpful in enhancing my teaching skills. Additionally, I actively seek feedback from my colleagues and senior instructors to help develop my skills. Therefore, my current guideline for an effective teaching method reflects all the points and insights I have extracted from evaluations and feedback from colleagues. I commit to learning and improving as an instructor semester by semester and remain as enthusiastic as I was on the first day I started teaching.