



Teaching Philosophy

I believe that economics provides students with a versatile toolkit for understanding diverse aspects of human behavior and decision-making. On the first day of class, when students predictably answer that economics is “the study of money,” I challenge them to expand this view and see economics as a broader set of methods and models for explaining the world around them. My goal is to help students, both majors or non-majors, apply this toolkit to real-world situations. It is my responsibility to ensure that students leave my courses with transferable, multidisciplinary skills that will benefit them throughout their collegiate journey and beyond. Whether in a first-year principles class or upper-level elective, I strive to create an inclusive learning environment where all students can engage deeply with the material, cultivate critical thinking, gain confidence in their abilities, and see how economics connects to the world around them.

I design my courses to move beyond memorization and instead emphasize active engagement with economic reasoning. In my introductory microeconomics courses, I incorporate a multimodal approach that includes readings, podcasts, videos, and discussions. For example, while teaching Essentials of Economics I at Goucher College, I assigned a *Planet Money* podcast and tasked students with a short writing assignment and with preparing follow-up questions for an in-class discussion. This approach resulted in students engaging more deeply with the material, producing richer responses, and retaining the material more reliably on subsequent assessments.

The material I teach is only valuable if students can understand, utilize, and interact with it; therefore, I create daily worksheets for small-group collaboration to solidify their understanding. These worksheets enable students to directly apply the day’s material and connect it to prior lessons. Working in groups encourages students to communicate the material from different perspectives, enhancing their understanding of the concept and practicing collaboration in a team setting, which they will encounter in their professional careers.

My lecturing experiences, from large sections of introductory courses to smaller discussion classes, have underscored the importance of adaptability. Teaching across these settings has shown me that the same concepts and activities must often be adjusted to fit the scale of the classroom, such as structuring discussion to keep hundreds of students engaged or facilitating more personalized interaction in a seminar-style setting.

I also recognize that students come from diverse backgrounds, with varied motivations and learning styles. To better understand where they are coming from, I survey students in the first class to identify commonalities that can help facilitate building relationships and help students better connect to the material. To meet their diverse needs, I adapt my examples, integrate different modes of instruction, and create opportunities for individual reflection, peer engagement, and meaningful discussion. These practices help me ensure that all students feel represented and capable of engaging with the material in a supportive environment.

Every course I teach is an opportunity to reflect, adapt, and grow alongside my students. Economics is best learned when students can actively apply concepts to real-world questions, and finding new ways to engage students takes guidance, practice, and professional development. I regularly attend pedagogy workshops through the University of Delaware's Center for Economic Education and Entrepreneurship to learn new strategies and refine my skills. For example, after a FRED workshop on data visualization, I employed a Consumer Price Index (CPI) activity where students located the CPI on FRED, re-indexed it to their birthdate, and then compared it to today's value. This exercise helped them visualize inflation over their lifetime while practicing data interpretation and statistical reasoning, illustrating the benefits of connecting course concepts to students' lived experiences.

I also actively seek feedback from my students, adjusting my courses following mid-semester and end-of-term. In some cases, this prompts me to slow down and spend more time on specific materials or make larger modifications to the way I conduct class. When students in one course expressed a desire for opportunities to discuss challenging homework problems, I made sure to address the most frequently missed questions in class during the second half of the semester. These small intentional changes have led to measurable improvements in both student engagement and performance.

I am committed to inclusive, evidence-based teaching practices that create accessible and engaging learning environments, and I view this commitment as extending beyond the classroom into mentoring, advising, collaborating, and celebrating students' academic and personal achievements. In future roles, I hope to advise students on independent research projects such as senior theses, collaborate on shared research interests, and connect students to resources and opportunities outside of the department, such as internships, policy-oriented work, or interdisciplinary collaborations. I also view myself as a champion for students' overall success and wellbeing: a supportive mentor, approachable advisor, and friendly face who encourages them to see themselves not just as students, but as members of a broader community.