

Teaching Statement

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Teaching Philosophy

Teaching is an important part of my academic career. My goal as an instructor is to help students develop analytical and critical thinking skills and apply economic concepts to real-world questions. I believe effective teaching goes beyond presenting theories and methods; students should understand the intuition behind them, learn how to evaluate evidence, and develop the confidence to apply what they learn to new problems. I strive to create an inclusive and interactive learning environment that encourages curiosity, active engagement, and independent thinking.

Teaching Experience and Approach

I have gained extensive teaching experience throughout my graduate training, beginning during my master's program at the University of Southern California and continuing throughout my Ph.D. training in Economics at the University of Connecticut. I have served as a teaching assistant for a range of undergraduate and graduate courses across economics and quantitative methods. At USC, I supported *Econometric and Consulting* and *Economic Consulting and Applied Managerial Economics*, while at UConn, I have supported courses including *Principles of Microeconomics*, *Principles of Macroeconomics*, *Intermediate Microeconomic Theory*, *Behavioral Economics*, and *Labor Economics*.

My teaching approach emphasizes clarity, intuition, and practical application. I introduce economic concepts by first developing the underlying intuition and graphical reasoning before moving to formal mathematical or econometric analysis, helping students build their understanding step by step. I use examples and empirical applications to connect abstract concepts to real-world economic questions, including examples drawn from my research on labor markets, education, technology, and public policy. These examples help students understand not only how to apply economic tools, but also how to interpret and evaluate empirical results and translate them into economic insights that can inform decisions. I also adapt my explanations and examples to students with different levels of preparation, creating opportunities for students to engage with the material and build confidence in quantitative and analytical reasoning.

I also view accessibility and mentorship as important parts of effective teaching. I strive to be approachable and responsive to students' questions and concerns, particularly for students who may need additional support with quantitative and analytical material. Through office hours, discussion sections, and one-on-one interactions, I aim to create opportunities for students to ask questions, work through challenges, and develop greater confidence in their academic abilities. I believe that effective mentorship extends beyond helping students master course material; it also means helping students recognize their strengths, identify opportunities for further development, and build the skills needed to pursue their academic and professional goals.

Evidence of Teaching Effectiveness

I have been the independent instructor for discussion sections in Intermediate Microeconomic Theory, responsible for leading each session, and student evaluations from those sections place me above departmental averages across the instrument, with a consistent pattern from section to section. The items where I score highest are the ones I work hardest at: being well prepared and clearly organized, being accessible and helpful in office hours, being approachable enough that students actually ask, and encouraging and respecting different perspectives in the room.

Future Teaching

Looking forward, I would be prepared to teach a broad range of courses in economics, particularly in my areas of specialization, including labor economics, the economics of education, behavioral economics, public economics, and applied econometrics. At the undergraduate level I am prepared to teach the principles and intermediate sequence, labor economics, public economics, and econometrics. At the graduate level I would teach applied microeconometrics, labor economics, and machine learning for economic research. I would welcome serving as a research mentor to doctoral students, whose questions call for the administrative and survey microdata and the causal designs I work with daily. I would also be well positioned to teach quantitative and data-oriented courses, including statistics, Python programming, data science, and machine learning. My training in both economics and data science would allow me to bridge these areas and develop courses that integrate economic reasoning with modern computational and empirical methods. Examples are data science for economists, machine learning for social science research, and empirical methods for analyzing economic data.

I am particularly interested in developing courses that introduce students to emerging applications of data and artificial intelligence in economics. Such courses could explore topics including machine learning for causal inference, natural language processing and large language models for economic research, and the economics of artificial intelligence. By connecting economic theory and empirical methods with modern computational tools, I hope to help students develop both the economic intuition and technical skills needed to address increasingly data-intensive questions in economics and public policy.