

Statement of Teaching Philosophy

As an educator in economics and related courses, I aim to create an inclusive environment that provides students with three key skills: (i) quantitative and mathematical analysis of economic problems, (ii) rigorous and analytical thinking (i.e., economic intuition), and (iii) effective communication of economic concepts. This approach is based on my experience as a student, teaching assistant (TA), and practitioner working with diverse and interdisciplinary colleagues. My teaching experience at UC San Diego includes several lower-level core economics courses, *Decisions under Uncertainty* at the upper undergraduate level, and supervision of an undergraduate research assistant as part of my dissertation research. In addition, I will serve as a teaching assistant for *Economics of Mexico* and other courses in the coming academic year.

In my courses, I adopt several techniques to promote quantitative analysis, economic intuition, and effective communication. In teaching economic theories, I begin with simple numerical examples that illustrate key theoretical results. Then, I slowly increase complexity, highlighting how the parameters of the problem have changed, to show how the theory works under different assumptions. This approach helps develop quantitative skills and economic intuition. I model this process in lectures, and reinforce it through low-stakes problem sets. As a student, I found problem sets that walked me through different variations of a problem or the steps of a proof to be very effective learning tools.

To support development of economic intuition, I emphasize problems that break the standard mold, but do not require complex math, as an important complement to quantitative problems. For example, as an introductory economics course TA, I enjoyed teaching a problem that asked students to draw indifference curves for economic “bads”—products that lower a person’s utility. The example helped students understand why standard indifference curves have their particular shape.

Finally, effective communication is a key skill in any career, and improvement comes primarily through practice, with appropriate feedback. Therefore, I provide opportunities for students to improve their communication skills, while remaining cognizant of the fact that communication can pose unique challenges for language minority students. In testing, I prioritize short answer questions that require students to clearly lay out the steps of a solution, with an emphasis on logical processes over minor errors in calculations or algebra when grading. I support class participation in an inclusive manner and assign short papers or presentations where possible. As an undergraduate student, I was asked to write papers describing and defending solutions to economic problems, often using a combination of mathematical proof or data analysis and economic intuition. One project, in which I analyzed different theories on the impact of corruption on economic growth, continues to inform my understanding of this topic. I endeavor to provide similar learning opportunities to my students.

My commitment to inclusivity and evidence-based teaching methods cuts across all of these practices. To promote inclusivity, I set clear expectations for students in my courses, and draw on my experiences as a leader of the Women in Economics mentoring program at UCSD to guide outreach to underserved students. To address the diversity of student backgrounds, I do not assume that students understand all of the concepts of covered in prerequisite courses. Where appropriate, I give explanations starting from basic principles. I look forward to learning more about techniques like interactive classroom technologies (e.g., clickers) and cooperative learning that keep students engaged and actively learning.

Teaching Interests

- *PhD*: I am interested in teaching development economics, applied econometric methods, experimental methods, and applied behavioral economics.
- *Masters (including MPP, MPH)*: In addition to the topics listed above, I would be excited and well prepared to teach courses in quantitative methods, health economics and health policy, program evaluation, consumer and producer theory, and cost-benefit analysis.
- *Undergraduate*: In addition to the previously listed topics, I would enjoy teaching upper-level decision theory, and introductory and intermediate courses in microeconomics and econometrics.