STATEMENT OF TEACHING PHILOSOPHY

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I see teaching as a responsibility to help students realize their potential and to empower them to become independent thinkers and lifelong learners. I teach with three core commitments: build an inclusive classroom where every student feels seen, engage students through active learning, and ground decisions in research-based teaching methods. My goal is for students to connect theory to the world they live in, practice rigorous analysis, and leave confident that they belong in economics.

At UC Davis, I independently designed and taught 2 offerings of Principles of Microeconomics as the instructor of record and served as teaching assistant for 5 additional courses. I also completed the Seminar on College Teaching through the Center for Teaching Effectiveness, which expanded my toolkit of evidence-based practices and gave me a cross-disciplinary community of colleagues to learn with and from.

Inclusive Design as Practice

Inclusion is a design challenge as much as a value, so I use Universal Design for Learning to lower barriers and widen participation. Students can access content through annotated slides, worked examples, and organized notes, and demonstrate learning through problem sets, in-class quizzes, presentations, and class projects. I make my course structure transparent - clear syllabus, unambiguous deadlines, and transparent rubrics - and open each class with a preview of the day's goals and roadmap, so students understand how each activity supports their progress.

Mutual respect underpins this structure. On day one, we co-create course agreements that make respect a shared norm and invite everyone to speak honestly and authentically. I learn preferred names and pronouns with simple notecards and invite students to connect with me in and beyond office hours to discuss coursework, study strategies, and academic or career choices. As the TA for Principles of Microeconomics, I once mapped career pathways and coursework with a first-year student deciding on a major; she later shared that our conversation helped her choose economics. Moments like this affirm that small, intentional practices can make students feel seen and supported.

Active Learning that Includes

Learning deepens when students connect ideas to the world they live in, so I focus on cultivating economic intuition - helping students map real world scenarios to formal models. I design backward from explicit outcomes and build assessments and daily activities to reach them. When introducing the short run vs. the long run, for example, we analyzed the pandemic bike shortage: Shimano couldn't increase output initially (short-run capacity constraints) but opened a new factory after a year (long-run entry and capacity adjustment). Framing the model through a concrete event helped students see how theory maps to real economic behavior.

Active learning anchors this approach and doubles as an inclusion strategy. I regularly use think-write-pair-share, which lowers the barrier to participation and surfaces multiple lines of reasoning, making misconceptions visible so we can address them in real time. I also run in-class experiments - an effective strategy backed by research (e.g. Emerson and Taylor, 2004) - and debrief by mapping results back to economic models. For example, a double-auction market makes competitive equilibrium and gains from trade tangible, and comparing the converged price to the competitive benchmark helps students see how decentralized trades push the system toward efficiency. I reinforce this with a scaffolded assignment arc: the *Econ IRL* capstone begins with a guided analysis of the 2022 UC academic-worker strike, then culminates in a policy brief on a student-chosen news event that evaluates efficiency and fairness and proposes theory-grounded alternatives. Along the way, short reflections ask students to identify moments when they used economic thinking in their own lives, building transferrable learning and intuition. After one Summer 2023 class, a student who wasn't even enrolled and attended on a friend's recommendation told me it was among the most engaging classes they had taken - an affirmation of the value of letting students experience the models, not just hear about them.

Active learning works best in a feedback loop, so I embed continuous feedback in my course design. I gather quick signals each class (muddiest point, one-minute papers), run anonymous weekly surveys focused on "what helped you learn" and "what should we change," then follow up with a concrete plan, adjusting pacing, class activities, or adding worked examples. Between summer 2022 and 2023, these inputs informed a major redesign of my Principles course: expanded active learning, more classroom experiments, and the scaffolded capstone. Engagement rose, understanding improved, and end-of-course evaluations improved markedly.

Research-Teaching Synergy

Teaching and mentoring run through my research, and my research informs my teaching and mentoring. My job market paper shows how self-directed information search can reinforce prior beliefs; in the classroom, that insight motivates transparent standards: clear rubrics, examples of high-quality work, and calibrated grading, so evaluation is predictable and fair. I also bring cutting edge research into the classroom from day one. In Principles, I open with a tour of papers across macro, finance, labor, education, health, and behavioral to show what economists do and how broad the field is, which reliably sparks curiosity and widens students' sense of belonging. Finally, I actively mentor undergraduate research fellows on my projects, working side by side on experimental design, survey construction and coding, and piloting an experiment. By actively engaging in the research process, students see how ideas become evidence and gain a deeper appreciation for the scientific process. That practice feeds back into my courses, sharpening how I scaffold progressive assignments, explain complex ideas, and coach students to identify assumptions and critically analyze evidence.

Across courses and levels, I design courses with the end goals in mind, build accessible and inclusive classrooms, engage students actively, and use evidence from research and my classroom to keep improving. I am prepared to teach Principles and Intermediate Microeconomics, Labor Economics, Financial Economics, and Behavioral/Experimental Economics. My ongoing research has also equipped me with the expertise to teach Microeconomic Theory, Labor Economics, and Behavioral/Experimental Economics at the graduate level. When students finish my course, I want them to understand both the power and limits of economic models, apply them thoughtfully to the world and their lives, and leave as confident, curious learners and critical thinkers who know they belong in economics.