

I am qualified to teach undergraduate classes, as well as advanced courses in labor, public and health economics, as well as causal inference. During my graduate career at Georgia State University, I have served as principal instructor of an undergraduate economics course.

I am particularly drawn to the opportunity of teaching in the economics area of your business school because I believe it focusses on key learning goals for aspiring economists: Analytical thinking as well as applied statistics and computing skills. Developing these abilities serves students both in the private sector and in academia. I am intent on developing courses centered around data analysis and projects, which complement core theory classes, and are of equal importance to the education of young economists. Drawing on my private sector experience in working with recent college graduates, I have identified abilities and skills that students need most in their careers. I am also interested in teaching advanced undergraduate or graduate courses centered on current applied research and project based work, such as replications that encourages a deeper understanding of applied econometrics. Engaging with the diversity of economic research opens avenues for students to understand theoretical concepts more deeply and envision their own place in the field of economics, whether this is in graduate studies or in the workplace.

My teaching philosophy has been shaped by my own learning experiences at a Liberal Arts College and my recent experience of teaching undergraduates at Georgia State University. As a teacher it is my goal to foster a learning environment where everyone achieves their personal learning goals. College and graduate students have already spent many years as learners before they reach my classroom. Key to helping them advance is recognizing that each individual learns in different ways and accommodating their style and pace of learning. As a teacher, I want to aid the students' ability to study independently and reflect on their learning process. This approach supports students in becoming active seekers of knowledge and lifelong learners with the tools to pursue answers to questions that arise in their studies and work. In this learning environment, students practice self-correction and self-assessment, that is, to look critically at their work, and to identify and learn from mistakes.

Being able to learn independently and working in teams is increasingly important in many areas of work that students enter later in life. I believe that it is the central task of an educator to let students follow their natural interests, develop questions, and practice problem-solving. Let us take the example of mathematics, a key competency for economists. One of the teachers I admire the most, my undergraduate mathematics professor, who would put it like this: It is less and less important for people to be able to calculate things because a lot of that is automated. The human function is on a higher level, and that higher-level involves more independence and more conceptual thinking. While conceptual thinking is sometimes thought of as more academic, it is becoming a practical and necessary skill as more and more tasks get automated. The educator's role is then perhaps best described as that of a coach, who provides guidance and encouragement in making sense of the world and learning how to learn.

### Summary of Quantitative Evaluations for Courses as Principal Instructor

At the conclusion of each semester, students are encouraged to submit evaluations for their enrolled courses. Each student can rate instructors and principal instructors on a scale of 1 to 5 (with 5 being the highest) for the following questions:

The table below summarizes student responses to these questions for the courses I served as a principal instructor. Average scores on a scale of 1 to 5 are presented for each course along with the departmental average in parenthesis.

#### Student Evaluation Highlights (1=Strongly Disagree; 5 = Strongly Agree)

I engaged in the course (face-to-face and/or online) in accordance with the instructor's syllabus policy.	4.6/5
I achieved the course objectives outlined by the instructor.	4.8/5
The instructor followed the plan for the course as established by the syllabus.	4.7/5
The instructor was prepared for class (face-to-face and/or online).	4.7/5
The instructor communicated effectively.	4.5/5
The instructor was accessible to students.	4.7/5
The instructor created an environment that helped students learn.	4.7/5

### Qualitative Responses for Courses as Principal Instructor (Examples)

In addition to the quantitative responses, students are given an opportunity to provide open-ended qualitative responses.

- "What were the strengths of my instructor's course management and teaching style?"
  1. He was the greatest professor I had this semester who understood students objectives and challenges during these times and his lessons were very well thought out!
  2. Very calm and went through each aspect of the lesson for enough time for people to look over, he also added a video lecture on top of the in-classroom lectures he would give extra material to work with.
- "What did I most appreciate about how my instructor interacted with students?"
  1. Understood our struggles.
  2. He always made sure we were engaged and made sure we understood the content.