

1 Teaching Philosophy

My passion for teaching was ignited by the many great professors with whom I have been privileged to study throughout my undergraduate and graduate studies, and from my prior and current mentors. My teaching philosophy evolved in combination through my experience as an instructor and from my perspective as a student. As an instructor, I focus on three different aspects: intuitive understanding and stimulating student's desire for learning, assessments that stimulate independent thinking, and an interactive learning environment that nurtures questioning and collaboration.

I have been privileged to teach in different institutions at a different level with diverse students. Currently, I am teaching at the College of Saint Benedict and Saint John's University. Since fall 2018, I am teaching Principles of Economics, International Trade Theory & Policy, Macroeconomic Analysis and International Finance Theory & Policy. I have taught International Economics, Intermediate Microeconomics, and Principles of Economics (Micro & Macro) at the University of Alabama in Huntsville, and Intermediate Macroeconomics as an instructor in the economics department at the Florida International University (FIU).

I believe the starting point for being a good teacher is to prepare a good syllabus. I prepare my syllabus for a course stating the objectives of the course and make a step-by-step outline to achieve the stated objectives. I always try to prepare my lecture as simple as possible by connecting real-world problems that students face in their daily life. I start with a bigger concept for each chapter and make connections with the course objectives. For example, when I teach Intermediate Macroeconomics, I start with a theme that the sum of individuals' economic behavior represents the behaviour of an economy as a whole. So, I connect the individual's decision towards different macroeconomic variables (like unemployment, inflation, interest rates) for a given economic circumstance. I also connect concepts from previous chapters with the new chapter mentioning the differences and similarities between them. Furthermore, as part of the intuitive and engaging lessons, I connect those lessons with decisions students are taking in their daily life. For example, when I describe the circular flow diagram, I make students form groups, which represents a country and members of each group are the citizen of the respective country. Then, I explain a representative closed economy by connecting the activities of a group and an open economy case by connecting within group activities.

I promote an interactive class because the interactive learning environment nurtures questioning and collaboration from both instructor's and students' sides. From my experiences as a student, I observed that when a student gets positive feedback about mistakes they are making in class or exams, they try their best to overcome it. I also believe that mistakes are an inevitable part of learning, so I made corrections with some guidelines to avoid those mistakes in the future. For example, about solving homework problems in class, I randomly pick a volunteer from any group to solve the problem and assume the role of a professor for that time being. Thus, I make sure that even the shiest and the reserved student is encouraged to interact with the larger class and more importantly, develop his/her presentation skills. I find it important to provide students with a breadth of practice materials to build their intuition piece by piece by adding complexity to familiar problems. Considering the assessments and stimulation independent thinking, I use several methods to assess their performances. For example, I take several in-class quizzes, homework, practice problem for the midterm, summarizing articles from the newspaper or peer-reviewed journals, debates, and term paper. For example, I received positive feedback regarding the debate in international trade, where they said it helped them to learn the topic more clearly.

I have long understood the value of working with and interacting with diverse groups of people, and this will continue to play a central role in my future career. The most direct contribution I will make to improving diversity is by creating an affirming environment. This applies to the classroom; to research groups, I will be involved in; and to broader institutional and research communities. Affirmation goes well beyond just inclusion; it entails recognizing the support, consideration, and encouragement those students should be receiving, in everything from the structure of a course, to the way we research is discussed, to the implied expectations we may have of others. Underrepresented minority students often lack this affirmation, and feelings of isolation and alienation are one of the most cited factors when these students leave economics. In my teaching and research, I will strive to recognize obstacles like these and frame material in a way that is accessible and inviting to everyone. I also plan to continue to actively recruit and retain students from underrepresented groups through programs such as Summer Bridge.

I strongly encourage increased participation of members of underrepresented groups in higher education and the field of economics. I have actively sought opportunities to mentor underrepresented students throughout graduate school as a tutor. I have felt that

these students are very passionate and put in extra hard work to achieve their goals and dreams. Currently, among all the three advanced undergraduate courses, only three are female students. Therefore, with my capacity, I always try to encourage female students in my principles class to make economics as a major.

From the very beginning, I always highly value my students evaluation of my lectures and teaching style. I also put myself in the position of a student and evaluate my lectures. I believe updating teaching materials, as well as technique, learned from teaching a course is important to become a good academician. For example, I conduct a poll just after the first midterm where I ask the students to give a rating to the lecture and syllabus and ask about their expectations. I also ask them about class policies related issues, for example, office hours, extra materials, or any helpful materials. Once I found they have a concern regarding the office hour, as most of them are coming after their work, so they were demanding an office hour after class, so I adjust the office hour accordingly. I immediately discussed it with the department and responded as per their needs.

At the end of the semester, I usually allow my students to do an extra credit assignment as a write-up on what they expected from the course and what they learned. I have a plan in the future to create a pre-course question and post-course question, to check, on how many have effectively learned the materials. Precisely, I will create a question combining all the chapters, and I will serve them to fill that test on the very first day of the class. I will use the same question at the very end of the class to see their progress and how much deviation each of them made from pre-course to post-course experiences.

Although my research focuses on international Economics, I am comfortable in teaching introductory Microeconomics, Development Economics, Statistics, and Econometrics. However, I am flexible in teaching other courses based on departmental requirements and will assume my duties with the utmost enthusiasm and commitment. I look forward to the next step in my professional development to become a full-time faculty at a well-reputed academic institution. I hope I can have the same positive influence on my students that my professors and advisors have had on me.

2 Teaching Interests

I am qualified and I would be happy to teach any courses in Economics that is needed by the department, but I would be the most comfortable teaching the following courses:

2.1 Core Courses:

Principle of Macroeconomics, Principle of Microeconomics, Principles of Economics, Intermediate Macroeconomics, Intermediate Microeconomics.

2.2 Senior Courses:

International Economics, International Trade, Macroeconomics & Monetary Policy, International Finance, Money and Banking, and Open-Economy Macroeconomics at the undergraduate and graduate level.

2.3 Quantitative Courses:

Measurement and Analysis for Economics and Business, Introduction to Econometrics, Applied Time Series Econometrics, Graduate Econometrics.