Statement of Teaching Philosophy

"If people remember me as a good teacher, that
would be the biggest honor for me." -
A.P.J.Abdul Kalam

My pedagogical approach is based on learner-oriented teaching to foster self-regulated learning that is both purposeful and enduring. A key step toward this is creating a learning environment that welcomes and prepares all students for success, whatever their gender, ethnicity, socioeconomic background, or personality. For that purpose, I aim to teach in a way that is structured, clear, responsive, and understanding. Throughout my scholarly career, I've had the opportunity to teach a broad range of courses at both the undergraduate and graduate levels, including *Money and Banking*, *Economic Statistics*, *Principles of Macroeconomics*, *Statistics for Data Science*, and *Statistical Methods for Discrete Response, Time-Series, and Panel Data.*

When I teach, I provide a considerable amount of structure for course content and activities. The course material in classes I teach can be very challenging for some students, and I find that a predictable and structured learning environment helps all students to succeed. My policy is to announce deadlines for major assignments and exams at the beginning of each semester, to give clear instructions for each assignment, and to explain in detail how students will be graded. In addition, I promptly provide students with useful feedback to help them learn from their mistakes and prepare for subsequent assignments.

To establish clear expectations regarding what is required to succeed in my class, I also review the most important points of the syllabus at the beginning of the semester. I describe the weekly workflow, major assignments and deadlines, the grading rubric, available resources, the textbook, and (perhaps most importantly) how students can communicate with the TAs and me and ask for assistance.

I'm currently teaching only online classes, but my approach works similarly for classroom teaching. For each class, I follow consistent steps that include reviewing essential course announcements (for example upcoming assignments and deadlines) and answering questions about course logistics. I then briefly discuss the previous lecture and relate it to the current and upcoming lectures so that there is a coherent and meaningful progression of subjects. Then, following the Question-Driven Instruction method, I present a discussion question or group activity to the students and allow them some time to think about it or discuss it in a breakout session. Afterwards, I ask students to complete a poll or to type their responses into a chat, and I call on some students or seek volunteers to offer

arguments supporting their responses. My purpose is to allow students to externalize their understanding of the content, which enables them to examine their knowledge, manipulate the material, and receive feedback both from me and from fellow students.

My goal is to keep students engaged and motivated throughout the semester so that they exhibit persistent participation and performance. To do this, I work hard to account for and address factors that influence motivation, such as application, self-efficacy, belonging, and autonomy. For instance, when I teach statistics, I repeatedly emphasize the value of the course and note how data scientists should be familiar with the principles of the scientific method, including statistics.

In order to counter some students' fixed mindset about lacking skill in statistics, I seek to boost students' self-efficacy and affirm that everyone in the class can be a statistician. I further emphasize that knowledge and ability are not fixed but can be developed through learning. I use as an example my personal experiences learning statistics or other topics, and describe how practice and study helped me understand those subjects better over time. I also discuss "impostor syndrome," in which people think they cannot excel with specific skills or that their performance is inadequate. By acknowledging how common this problem is, I hope to make students feel more welcome and have a better sense of how to handle such issues. I encourage student confidence and autonomy by having them devise their own questions, gather data regarding these questions, and undertake statistical analysis to answer their questions as the final assignment in the course.

To further promote learning outside the classroom, I also make myself available to students and am committed to responding quickly to student Slack messages or emails. I provide both email and online office hours to my students via Zoom. In addition to being accessible, I try to be approachable so that students feel comfortable bringing me questions and concerns or discussing any topic. This fosters a better learning environment by encouraging questions and strengthening my relationships with students.

I consider teaching to be an area of self-improvement. I collect student feedback throughout the course and continuously evaluate my performance. I also constantly seek to improve my teaching, for instance by attending faculty-development workshop series and reading relevant books and literature. Teaching has been one of the most rewarding experiences in my career. I look forward to continuing on my path as an educator and consider this a key part of my work as a scholar. If people remember me as a good teacher, then I think that would be the biggest honor for me.