

*Teaching Statement*

I structure my classroom using policy evaluation activities that involve microeconomic theories and econometrics techniques. I focus on teaching students to identify economic inefficiency and inequity, use economic framework to evaluate public policies, and provide solutions to problems that involve diverse economic interests. I facilitate student learning by using classroom engagement techniques such as random shuffling cold call questions and teamwork quizzes.

I treat economic lectures as mental workout sessions for students. Therefore, I structure each lecture into multiple modes that use visualization, speaking, and multiple other senses. In all my classes, I employ workbooks as students' class notes. I let students work through questions in the workbook in class, which includes multiple activities such as graphing, itemization, and calculation. In intermediate microeconomics before teaching the topic on market competition and welfare, students read Gentskew and Shapiro's paper, "Competition and Truth in the Market for News," and ask them two questions about the article at the start of the class. After showing questions in slides, I give students one minute to think and to discuss with others, then use a shuffling app to randomly call one student to answer the question. Students become more alert as this experience drew their attention from what they had been doing before the class to the Economics material. Students write in teaching evaluations that these articles also make them see the relevancy of economic models to the policy debates.

Besides mathematical and programming skills, using research workshop sessions in economics classes, I train students to be proficient in writing, speaking, and creative thinking. In my econometric method classes, students work on monthly workshop style assignments that lead them through the process of econometric research. In one assignment, I ask students to demonstrate how the current literature leaves space for their research questions – "positioning," and how they can be answered using available data. One student analyzed the effect of privately-owned prisons on inmate recidivism. After finding that literature shows private prisons provide less rehabilitation programs to prisoners, this student refined her research to study whether the absence of rehabilitation programs in private prisons may increase inmate recidivisms using data from *Census of State and Federal Correctional Facilities* and *the Recidivism of Prisoners Released in 30 States*. These experiences become problem solving and creativity stories that students can tell future employers in their job interviews.

I also train students to transform differences into empowering critical thinking practices. In health economics class, I let students from different nationality backgrounds talk about how families in their countries of origin hedge against the risk of illness and the impacts of major illnesses on household consumption. Students saw through each other's stories about the potential impacts of public health insurance on improving the efficiency of the market and the welfare of households. I also instruct each student to identify and assess one local community health resource issue. Some examples include migration to care of rural Medicaid patients and the underreporting of depression rates reflected by the Google Search data. At the end of the class, students present their research to representatives from Common Ground Health, a health system agency in the Greater Rochester, New York region, and received feedback.

By focusing my energies in these areas, students are equipped with long-lasting economic fundamentals to serve them in meaningful careers and find solutions to conflicting economic interests and economic inefficiencies.