

TEACHING STATEMENT

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My first classroom was in a latino-serving community center in Hillsboro, Oregon, teaching GED mathematics in both English and Spanish to adults going back to school. Most of them were certain they could not do the math and simplifying the problems did little to motivate them. What truly helped was having them actively participate, by having them say the reasoning back to me in their own words or by drawing on real-world experiences such as sale percentages or tipping. I use the same approach when teaching undergraduates. A student who can recite a model derivation has learned much less than the student who can say what the model tries to explain, what it assumes, and how it can break.

TEACHING EXPERIENCE

Since the Summer of 2023, I have been the sole instructor for six sections across four distinct courses at the University of Oregon: Microeconomic Theory (EC 311), Introduction to Econometrics (EC 320), International Economic Issues (EC 380), Development Economics (EC 390). Enrollments ranged between 30 to 80 students, and two sections were an accelerated summer term. I have also led discussion sections for introductory microeconomics, econometrics, and machine-learning in econometrics.

My experience as an instructor has thankfully come with positive student feedback. 87% of student ratings on the university's element feedback survey were in the highest possible category, and 44% of respondents named no element as needing improvement. My course organization (92%) and communication (89%) were rated highest. I always look for points of improvement wherever possible, for example, my weakest dimension was providing feedback with a 71% in Winter 2024 which later reached a 92% in Fall 2025.

IN THE CLASSROOM

At certain intervals throughout my International Economics course, the classroom becomes a world market where groups behave as nations. Students are given materials that represent unequal endowments and productivities, and with minimal instructions on their goal to produce goods that meet a criteria, they are turned loose. This setup requires them to figure out what to do on their own and how to shore up their weaknesses, or specialize. The class gets loud and energetic. Some groups find specialization on their own, others hoard, and altogether they find out why trading with others makes sense.

The activity is then followed up with a debrief where we compare theoretical outcomes to the data they created. As the class learns that theory only goes so far at explaining real world behavior, students are more willing to argue and question it, which helps them further understand the lessons.

I employ the same logic in the theory and econometrics courses, where I have students wrestle with what the math of an equilibrium price and quantity tells us or fight with coding in R so they can develop their econometric skills.

COURSE DEVELOPMENT

In my first run of my Intermediate Micro course, my assignments came from a publisher's platform. Students disliked it, pointing out that the difficult problems were vastly different than on my exams. I agreed with them and solved it by writing problems sets myself, making sure that homework assignments are congruent with exams. Assignments became highly rated, 94% in EC 380 and 89% in EC 390, with no student in either term criticizing the assignment content.

The rest of my course infrastructure followed suit. Requests for practice materials came from the developed problem bank and I also provided prior exams so they could become familiar with expectations. Reported confusion about lost assignment points became published rubrics and detailed answer keys.

In my latest course, EC 390, I replaced a final exam with a term-long research proposal and a ten-minute presentation, with important deadlines across the term and individual feedback at each stage. The goal with this change was to engage the students in thinking about the developing world and making them curious about it. By asking them to propose empirical research, and not having the pressure of conducting it, they got them to see what beginning research looks like and dealing firsthand with the struggles of shaping it into an interesting and plausible question.

MENTORING AND UNDERGRADUATE RESEARCH

I applied to graduate school because a faculty member at my undergraduate institution took an interest in me and told me a Ph.D. was something I could want. The McNair fellowship followed from that. I would like to do that work from the other side. My existing projects have real entry points for interested undergraduates. Cleaning and visualizing data in R or Stata with reproducible workflows, exploratory spatial analysis on public geographic datasets, and rigorous model construction are some examples of opportunities I would love to have students input. Beyond their involvement in my own work, I also encourage students to conduct their own research with feedback along their research process. I would love to run a small weekly group that conducts supervised research where students can navigate issues that come up when a question wrestles with the data.

COURSES

I am more than comfortable teaching any undergraduate course that would be required. I am prepared to immediately teach principles of microeconomics, intermediate microeconomic theory, introduction to econometrics, international trade, and development economics. I am also happy to teach any macroeconomics-related courses, be it introductory, intermediate, or financial. I believe that these courses have strong complementarities with my own teaching experience and research interests.

I would look to develop a course on free trade agreements and global integration, immigration economics, and sports economics. These are all topics I have a strong interest in and can tailor them to fit any curriculum requirements and target a non-economics audience as other students explore the field.

Every course I have taught has helped me improve myself and my teaching skills. My course evaluations serve as a record of that. I expect that to continue to be true.