Teaching Statement

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I teach macroeconomics as a working framework rather than a set of facts. By the end of my monetary economics course, students can build the standard model themselves, from the money supply process to the IS curve, the monetary policy curve and aggregate demand, and then use it to read a Federal Reserve decision, an inflation print or a crisis they lived through. Two habits get them there: every model is tied to data they can pull up themselves, and every model comes with a plain statement of what it leaves out.

Experience

I am the instructor of record for Monetary Economics (ECO 4213), an undergraduate course on monetary policy, inflation and central banking. I taught it in Fall 2025 and am teaching it again in Fall 2026. The course is mine end to end. I wrote the syllabus and the schedule of 23 lectures, the lecture materials, four problem sets with full answer keys, the group project and both exams, and I do the grading. The administrative side is mine too, including enrollment, accommodation requests and academic integrity documentation.

Fall 2025 was the first time I taught the course.

Since Fall 2022 I have also assisted ten courses at the University of Florida. The undergraduate ones were Intermediate Microeconomics (ECO 3101), Intermediate Macroeconomics (ECO 3203), International Macroeconomics (ECO 3713) and Managerial Economics (ECP 3703). The master's and MBA ones were Managerial Economics (ECP 5702), Macroeconomic Analysis (ECO 5207), Game Theory Applied (ECO 6409), Econometric Analysis 2 (ECO 5427) and a special topics course (ECO 6936). At the doctoral level I assisted Microeconomic Theory (ECO 7115). The work was review sessions and office hours. In the larger sections I also ran the grading workflow and trained the incoming assistants on the standards.

Managerial Economics runs as ECP 3703 for undergraduates and ECP 5702 for graduate students, and for three terms I assisted both at once. The questions were not the same. Undergraduates wanted to know where a formula comes from. The graduate students, many of whom already work, wanted to know when it fails and what to do instead. I taught the same economics in both, but I had to slow down on different steps.

Approach

I start from the data. When I prepared Monetary Economics I wrote a full fourteen-chapter lecture deck rather than using the publisher's slides, and for the opening chapters I rebuilt the macroeconomic charts in Python from FRED source data, so students work with series that run up to the present. I bring current data and case studies into lectures for the same reason. A model of the money supply is easier to care about when it is used to read a decision the Federal Reserve made a few weeks earlier.

Most of my students will not become economists, and many have little statistical background. I want them to be able to explain why a result holds, which is harder than stating it, so I say each result in words before I write it in symbols, and I say what would have to change for it to fail.

The assessment design follows from that. Four problem sets carry 20% of the grade and five short in-class exercises carry another 10%. The exercises are not announced in advance, which keeps attendance honest, but each is worth only 2%, so one bad day costs little. The group project is 25% and runs in teams of four or five, with two presentations and a written report. Teammates rate one another at the end, because a group grade without that is a tax on the diligent.

Teaching across ten courses in micro, macro, econometrics and game theory also changed how I plan a lecture. The courses that gave students the most trouble were the ones where the notation arrived before the question it answered. I now open with the question, and introduce notation only at the point where the argument stops working without it.

Training other teaching assistants on grading standards showed me how much fairness depends on applying the same standard across sections. As an instructor I keep the course rules the same for everyone, including how accommodation requests and academic integrity questions are handled.

What students said, and what I am changing

In the Fall 2025 GatorEvals for Monetary Economics, answered by 27 of 42 students, the course scored 4.27 out of 5 overall, against a college mean of 4.14. Six of the ten core items came in above the college mean, and they are the ones this approach is built for:

GatorEvals item, Fall 2025	Mine	College
Course content was relevant and useful	4.44	4.22
Prompt and meaningful feedback on my work	4.41	4.20
Assignments improved my ability to analyze and think critically	4.33	4.18
The course fostered regular student–instructor interaction	4.07	3.95
Course overall	4.27	4.14

Two more items were above the college mean: clear standards for response and availability, 4.52 against 4.47, and a positive learning environment that engaged students, 4.41 against 4.40. In the comments students singled out the real-world cases, exams that matched the slides and problem sets, and how quickly I answered questions. One wrote that the instructor "connects them well to real-world examples."

The same evaluations show what to fix. The lowest item, whether I was instrumental to their learning, came in at 3.96, and the most common suggestion was more activity in class. Several students asked to see the key graphs worked out in front of them rather than read off a slide, and two asked for more frequent, smaller assignments. I am building four changes into the course in response. I draw the core diagrams, IS–MP and AD–AS, by hand in every lecture where they appear. I add a short problem that students work in pairs in each class. I split the four problem sets into eight shorter ones, so practice comes every week or two. And I post speaker notes with every chapter, which students found helpful when I did it for the later chapters and which also helps students who find my spoken English harder to follow.

Courses I can teach

At the undergraduate level I can teach principles and intermediate macroeconomics, intermediate microeconomics, money and banking or monetary economics, international macroeconomics, and managerial economics. I have either taught or assisted every one of these. I am also prepared to teach applied data analysis and introductory econometrics.

At the graduate level I can teach topics in macroeconomics and monetary policy, master's-level macroeconomic analysis and managerial economics, and applied empirical methods for firm-level panel data, including local projections and work with linked administrative and financial data sets.