

Teaching philosophy

My teaching philosophy centers on two goals: to nurture students' intellectual curiosity and to help them experience economics as a rich and nuanced way of thinking that allows them to engage deeply with the problems of today. I pursue these goals through three principles: active learning, practical engagement with real-world issues, and structured lessons that cultivate good study habits beyond the classroom.

I employ evidence-based active learning practices as my primary pedagogical strategy. Often, this means using structured group work and in-class problem-solving exercises. Because groups are randomly assigned, students also meet with peers who they might not otherwise approach. This familiarity lowers the stakes for participation and allows students to brainstorm and struggle openly together. I have learned from experience that active learning requires an environment in which students feel able to contribute and risk being wrong, and I create this environment in several ways. First, by modeling a relaxed and enthusiastic demeanor when responding to student ideas, which encourages students to speak out in front of the class. During group work, which is often noisy and lively, I walk around the classroom and interact with individuals; this allows me to check in with students who are perhaps less comfortable speaking out. I also have students hold formal debates about issues using economic evidence to support either side of an issue. When I do this, I randomly assign students to one side of the issue to prevent students from being personally identified with a particular stance. This allows for a little more space to experiment and try out arguments.

To motivate intellectual engagement with a course, I connect the material to real world concerns by presenting short news clips, articles, and policy debates. This demonstrates to students that the concepts we discuss in class are taken seriously by professional economists and policymakers; it encourages them to see economics as connected to the issues that matter to them, and matter to all of us as citizens and people.

Finally, I structure my assignments to cultivate good study habits. For example, I give regular quizzes that incentivize students to keep up with assigned readings. Through this practice, students gradually come to see the benefits of continuous engagement across the semester. I implemented these practices in my section of Economics of Education at Colgate in Spring 2025, and students responded positively to the combination of hands-on activity and lecture, and often noted in their course evaluations that they left the class with new ideas about what economics can do, and what they can do with economics. Students are often understandably preoccupied with receiving good grades, improving their resumes, and finding jobs. It is my goal to carve out space in the classroom for intellectual curiosity and a rigorous standard for thinking that is independent of grades, and I do this by encouraging among students a spirit of self-discovery and collaboration.

Teaching experience

In the last five years, I have tested out various theories and learned from my experience. At Cornell I served as a teaching assistant for six semesters across three courses and received the Ernest

Liu Teaching Award in my third year. I was later appointed Head TA of the Economics Department, where I co-developed a new training program for teaching assistants with Professor Doug McKee. In that role, I observed sections, offered individualized feedback to other TAs, and facilitated peer mentoring. Seeking to broaden my experience, I taught Economics of Education as an adjunct instructor at Colgate University in the Spring semester of 2025. It was here that I had a chance to design a course and implement many of the practices I had learned at Cornell while working under Professor McKee. In their evaluations of the course, several students noted the benefits of the course's pedagogy. One remarked that it was "designed . . . so that continuous effort was necessary to succeed." Many students noted the course taught them to see the U.S. education system, with which many were familiar, from a new, critical perspective, and saw real practical benefits to the knowledge they had attained. It "took all the fundamentals I learned in microeconomics and macroeconomics and put them in a real-world perspective in education" as another student put it.

Teaching interests

As an assistant professor, I would be excited to offer courses in the history of economics and economic thought, economics of education, and economics of discrimination. I am also prepared to continue teaching introductory courses in economics. Underlying my interests in introductory teaching is a strong interest in math instruction; both of my parents were mathematicians and when I was young, they spent a lot of time and energy introducing math to me as a fun and flexible field, rather than an intimidating one. I would be eager to add to my teaching portfolio a course in math needed for social science research. Expanding access to quantitative reasoning is a core part of my identity as a teacher.