

My teaching philosophy is anchored in three core principles: active engagement, integration of scaffolded learning segments, and the demonstration of the subject matter's real-world relevance. I am committed to fostering a dynamic and inclusive classroom where all students, regardless of their background, can make the connections of theoretical economic concepts to tangible applications. I wish to facilitate both an initial comprehension and an understanding that lasts long after the course is over. The continuing accomplishment and improvement on these goals is reflected in the two teaching awards I have received from LSU (both from the economics department and the E.J. Ourso College of Business).

As an educator, I believe it is imperative to first cultivate an engaging atmosphere that resonates with a diverse student body. My approach prioritizes engagement, as I am convinced that an enthusiastic delivery of content is fundamental to sparking students' curiosity. This engagement transcends mere enthusiasm for the subject; it involves creating a learning space where students feel understood and are motivated to contribute their perspectives. I am dedicated to bringing a wealth of examples and pedagogical strategies to the classroom, such that that each student can find a point of connection with the material.

Scaffolded learning is the second pillar of my teaching strategy. It ensures that complex economic principles are not isolated chapters of knowledge but interlinked concepts within a cohesive framework. I employ a deliberate pause-and-connect approach. My aim is to allow time for reflection and to address any disconnects between concepts before moving forward. I encourage open dialogue and utilize a variety of active learning techniques to illustrate the interconnectedness of economic concepts. I often utilize short videos to illustrate connections to everyday events. When introducing economic frameworks, I utilize interactive graphs I created as a contractor for Macmillan Learning in order clearly demonstrate the dynamics. Finally, I employ in-class activities to further make these connections. This approach not only caters to diverse learning styles but also builds a collective understanding among students with different academic foundations.

The third component of my philosophy is the integration of real-world applications. This element crystallizes the theoretical foundations of economics by anchoring them in concrete examples. Through group discussions, current events analysis, and class activities, I strive to create a relatable context that assists students to extrapolate the learned concepts to both local and global events. These concepts are significant and should resonate with students long after they leave my course.

In the spirit of continuous improvement and self-reflection, I actively seek out feedback and embrace diverse viewpoints to refine my teaching methods. My ambition is to always seek improvement and to be as inclusive and effective as possible, ensuring that each student engages with the content and applies their knowledge. By consistently revising my approach based on student experiences and educational research, I aspire to be a better version of myself each semester.