

Throughout our lives, we are all learners in one way or another. If you are reading this as one of my current or future students, know that I was once in your position. As a teacher, my role is to provide you with the tools to succeed not only in my courses but in many future endeavors. Thus, when designing my courses, I strive to go beyond memorization of formulas and concepts, and, instead, focus on offering an active learning experience that will benefit you in both personal and professional settings.

One key aspect of my teaching style is giving students a more active role in my classes. I do not subscribe to the “Sage on a Stage” model. Thus, learning in my classes is not merely an osmotic experience, and I ask students to take an active learning role in them.

Based on my own experiences as a student, I deemphasize memorization and encourage creative and analytical problem-solving. In particular, I design classes and activities that will engage students in an active capacity. As such, I expect students to be proactive and ready to not only understand the tools being presented during the course, but also employ them in challenging ways. Moreover, I expect students to be prepared for classes by reading the required materials and keeping up to date with the course material.

My design philosophy for assessments mirrors my research philosophy, where I always try to balance the tried-and-true traditional methods of economics with innovative techniques from other disciplines. More specifically, I incorporate active learning activities and the Socratic method to my teaching and assessments. This approach aims to engage students actively in the learning process, rather than passively absorbing information.

During my time as a Teaching Assistant at SFU, I have implemented my teaching philosophy by engaging my previous students in several ways. Some examples include:

- In ECON 103, I facilitated group discussions in tutorials.
- In ECON 201, ECON 302, and ECON 325, I solved problem sets collaboratively with students, focusing on their areas of difficulty.
- In ECON 302 and 325, I assisted professors by teaching individual lectures where students engaged in active discussions with motivating examples.

As a student, it may sometimes seem that I am making your life tougher by pushing you toward lofty goals. But, take solace in the fact that none of these goals are insurmountable. Furthermore, I will not only push you towards those goals, but also provide you with the help you need to do so. When talking about the United States’ space efforts in 1962, then president John F. Kennedy said *“We choose to go to the Moon in this decade and do the other things, not because they are easy, but because they are hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one we intend to win, and the others, too.”* . Following JFK’s steps, I set learning outcomes and assessments in my course with the same intent as he had when setting the nation’s goal of reaching the moon, to push you towards those outcomes in the most efficient and productive way possible.