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Teaching Statement

Teaching philosophy

I aim to prepare students in economics to think critically about causal relationships, apply quantitative tools to real-world problems, and bridge the gap between theory and empirical evidence. In development contexts—where fiscal constraints and data limitations are common—this requires a strong foundation in economic reasoning and applied econometrics.

My teaching emphasizes three goals: (1) developing students' ability to design and interpret empirical research using causal inference methods, (2) applying economic theory to policy-relevant settings through data labs and case studies, and (3) strengthening students' communication skills by training them to convey empirical findings clearly and effectively to different audiences.

Pedagogical strategies

In Fall 2024, I served as the instructor for PA 5503: Economics of Development at the Humphrey School of Public Affairs at the University of Minnesota. This course is a core requirement for the Master in Development Practice (MDP) program. I employed a mix of interactive and personalized techniques to engage students and deepen their learning.

More specifically, I employed a flipped-classroom model, during which students watched concise video lectures before our twice-weekly, in-person meetings. This way class time could be devoted to discussion and problem solving around core development topics, from poverty and inequality to household decision-making and human capital investments. To ground abstract concepts in experience, during our class meetings I staged live simulations—trinket-trading exercises to demonstrate gains from trade and supply–demand demonstrations with and without taxes. I also required students to submit weekly half-page reflections on assigned readings, to ensure that students came prepared to debate models and policy insights, while weekly topic-based problem sets reinforced analytical tools.

I gave students two open-book, take-home exams (midterm and final) that assessed deeper synthesis of theory and evidence. I rotated discussion-leadership assignments—pairs of students guided the last 45 minutes of selected classes—fostering peer-led engagement and inclusive learning. Early in the semester, I held one-on-one meetings with each student to clarify their goals and tailor support, and I collected weekly feedback cards on the "clearest" and "most confusing" concepts to make on-the-fly adjustments. Finally, in team-based data projects, students worked collaboratively in Stata or R on real administrative datasets, mirroring the skills and teamwork they will use in professional policy evaluation.

Teaching experience & effectiveness

In my role as instructor, students rated my teaching highly. On the standard 6-point SRT scale (8 respondents, 80 percent response rate), I received mean scores of 5.88/6 for preparedness, clarity of feedback, respect, and provision of performance-improving feedback; 5.75/6 for presentation clarity, helpful interactions, and willingness to recommend the instructor; and equally strong marks on course design - 5.88/6 for activities supporting learning and

5.75/6 for stimulating interest. Students highlighted my willingness to devote extra office hours and review sessions, my one-on-one support, and the clear, illustrative graphs I draw in class as pivotal to their understanding. I was also honored with the University of Minnesota's Thank a Teacher award, accompanied by a note praising the way I helped boost a student's confidence, reshape their mindset about economics, and provide invaluable feedback. During the semester I supported two students in my class in their application to the PhD program, providing feedback and support to their research statements and application material. Both students are now accepted to their respective PhD programs with full funding.

Beyond the classroom, I designed and delivered econometrics modules for the Jameel-Poverty Action Lab (J-PAL) training programs in Morocco and led sponsored workshops in Egypt for the International Food Policy Research Institute (IFPRI). As a supervisor and mentor, I have trained and managed cohorts of research assistants at J-PAL and the University of Minnesota's Minnesota Population Center, overseeing their work in survey design, data collection, and impact evaluation.