

Throughout my education, I have noticed that those professors that leave a lasting impression share some basic traits: they are knowledgeable, motivating, and can connect with students as a group and individually. These characteristics lay the foundations for my teaching philosophy. The primary goal I have for my students is to prepare them to be successful in their future careers by cultivating their understanding of economics as a powerful tool through which they can approach diverse problems.

During my time at Georgia State University (GSU), I have taught a Principles of Macroeconomics course of 72 students and a Principles of Microeconomics course of nearly 28 students. I have maintained a teaching score of 4.4 out of 5 in Macroeconomics and 4.9 in Microeconomics. My scores are well above the department averages of 4.1 for both these classes, respectively. Prior to teaching these courses independently, I collaborated as a Teaching Assistant for each of these courses designing exams, conducting recitation sessions, managing the course website, and responding to students' inquiries. This experience allowed me to focus on refining my teaching skills when I taught these courses as sole instructor. Besides this experience, during the Ph.D. program, I have been a Teaching Assistant for undergraduate courses in Development Economics and Behavioral Economics. As a Teaching Assistant for these courses I have designed exams, fill in for lectures, conducted recitation sessions, as well as coordinated and evaluated group presentations.

In addition to my face-to-face classes experience, I participated in the implementation of an online International Trade course, the first fully online course offered in the Master of Economics program at GSU. For this purpose, I wrote the script for each lecture of the course to create narrated videos that displayed lecture slides in a regular class pace. In addition, I proposed a discussion forum where students could post and debate evidence-based opinions in response to relevant policy questions for which I would give rich personal feedback to motivate them. Most recently, I have been awarded a Mastery in Online Teaching Certificate from the Center for Excellence in Teaching at GSU. The associated workshop I took taught me how to communicate better, increase engagement, use goal-oriented course design, and emphasize important content. Given today's availability of digital technologies, online teaching practices propose many ways to enhance face-to-face classes. Although I enjoy more in-person classes, I am an enthusiast for online courses.

I enjoy teaching principles levels. Moving forward, I would like to continue these courses and also expand to topics I am passionate about, such as Development Economics, Public Economics, Health Economics, and Econometrics at both the undergraduate and graduate level. Particularly, I would love to teach a course on Poverty and Public Policy. I have designed a syllabus outlining how the course would be structured. I am sure my former experience working for the Mexican government along with my research interests and background will allow me to provide unique insights to your students.

Methods

An interesting behavior I have noticed in classroom settings is how quickly students are able to gauge a professor's knowledge and skill-levels. Whether one relies on memory or notes, being knowledgeable comes hand in hand with being prepared. During my lectures, I engage students through multiple channels: videos, news articles, slides, and in-class think-pair-share activities. While mastering the material is paramount, my goal is to show them real-life applications. One of my favorite ways to promote this is by displaying short clips that draw on entertainment media. I believe using alternative narratives related to popular culture, like movies about superheroes, helps

students incorporate the concepts they learn into their professional and personal toolkit. I do my best to motivate them to voice their opinions and experiences to enrich the classroom environment. I am fond of engaging students through humor to catch their attention with witty interruptions. This is fruitful, especially at times of the day when students are tired.

In consonance with GSU's "College to Career" initiative, I prepare my students for their life career with critical thinking and professionalism. I believe effective writing is a paramount career competency and so I nurture it through essay assignments. For instance, in my Macroeconomics Principles class, I had my students pick up one question from a list of suggestions to answer it in an essay. Within the first two weeks of classes, I asked them to turn in a first installment answering that question using their current knowledge. In the last few weeks of classes, I asked them to turn in a second installment revising the first version and writing a reflection on how their perspective had changed. In my Microeconomics class, students had to explain the relevant microeconomic theory about a chosen article from *The Economist* on a topic related to a chapter covered in the course. Succinctly, they had to discuss how the theory was similar or different from the real-world application and explain if the article taught them something they did not learn in class. This type of tasks allows students to gauge their own progress and apply course material to real world practical questions. Moreover, I have contributed to the students' career development by writing letters of recommendation.

Effective communication is crucial to me. I think it is useful for students to talk about their majors. With this knowledge, I try to highlight important connections between fields throughout the semester to increase motivation. Just learning their names in a relatively large class means a lot to students or so they have expressed to me. One of my favorite teaching tools is think-pair-share (TPS) assignments as these prompt students to actively think as opposed to just listen. These activities allow students to test their understanding of the material by interacting with their peers. Similarly, I am partial to implement Just in Time Teaching (JiTT) by bringing back into discussion questions from recent tests or homework sets where most people appear to struggle. In addition to teaching, I also mentor students by meeting with them individually to talk about future classes and give them advice on managing their school load. In doing this, I ask about their personal interests, background, and motivation to point them how the course can be valuable for them in specific ways.

I relish keeping track of my students from the first weeks of a class. Particularly, I like sending personalized emails on a regular basis. I have come up with ways to efficiently utilize this method, even within large classes. If I see recurrent habits of underperformance, I send them general advice and request them to come to my office hours to have an open discussion on how to improve their experience. Even if students are performing well, I seek to advise them on how to do better or simply congratulate them. Also, to keep track my progress, I encourage my students to participate in a Group Instructional Feedback Technique (GIFT) on a lecture before the midpoint of the course. To do this I ask a fellow professional to come into the classroom for a few minutes at the beginning of a lecture to engage in an anonymous discussion on what they feel is effective and not effective about their experience and if they have any requests. Their anonymous comments give me the opportunity to adjust and enhance their experience.

Being knowledgeable, although important, is not enough for successful teaching. To further enrich the student experience, I use flexible and responsive teaching methods that rely on effectively communicating with students individually and as a group. As outlined above, my approach prioritizes on teaching economics as a powerful tool to solve different problems and preparing students to be successful in their future careers.