

MY TEACHING PHILOSOPHY

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Teaching economics is providing the student with an outlook on individual and collective human behavior. Effective economics teaching, however, is bridging the gap between an abstract set of tools and real life decisions faced individually and as a society. To achieve this effective level of teaching, I must demonstrate to the student the relevance of economics to promote interest in the subject. I regard preparation of materials and providing a comfortable learning environment equally important when teaching economics.

In bridging the gap between abstract economic models and real life, I teach using examples that students can relate to. My focus is for students to retain the material then apply it to real life. In my experience as a student, lectures that were related to interesting current events and familiar ideas were easier to remember. Therefore, I create simple examples to teach perfect competition, game theory and many other topics of intermediate micro theory. I also teach macroeconomics through case studies taken from *The Economist*. Many of the assignments and in class examples are related to current economic conditions that especially affect their own lives. Some of my case studies have included Ben Bernake's statements on current economic conditions and interest rate expectations. We have also discussed California's budget crisis and its repercussions to the UC system. Some case studies were created after current topics that students expressed interest in.

I believe preparation and organization are important to the presentation of the material. My material needs to be clear, concise and presented in a logical fashion. My preparation will translate into a class that students can easily follow and enjoy. Starting with the basic concepts and successively building upon them provides students with a strong foundation to then understand more complex concepts. This helps students keeps track of the big picture and not get lost in the many subtleties of economics. Also, I believe a strong syllabus is required to create clear class objectives. I provide detailed information for my students including what will be covered in lectures, expectations, grading, academic dishonesty, contact information.

As an aspiring professor, I strive to promote a comfortable learning environment for the student. I believe that an accessible and responsive professor is a nurturing professor. Accessible professors encourage and foster the curiosity of students. Even when a professor masters the material and their course are well prepared, students will still have questions. If the students know that the professor is reachable and friendly, they will ask questions. To have a professor that allows a student to interrupt lecture to clarify a point, or that you can visit in their office to ask questions without judgment, makes for a superior learning environment. When students make use of the office hours, they not only clarify their doubts but they also provide the professor with some insight on what is the rest of the class are having trouble with.

Over the years, I have realized how important teaching is. I have an incredible enthusiasm for teaching and take it very seriously. In addition to my sense of responsibility as an educator, I want to perfect my effectiveness in the classroom because high-quality teaching is rewarding for me. There is nothing more gratifying than seeing students demonstrate their understanding of a complicated concept because of my effort and preparation, it feels great when I can say my students have learned something today.