

Teaching Statement

My experience teaching a variety of classes and advising students at undergraduate and graduate levels enabled me to evolve into an effective and engaging educator and mentor.

Among undergraduate classes, I taught intermediate microeconomic theory, applied game theory, and experimental economics. The range of material in those classes – from required core economics to mathematical modeling of strategic environments to design of experiments to test theory and identify behavioral phenomena – allowed me to deeper understand their educational value and the interplay of their methods as well as the approaches the professor can employ when introducing the respective material to students. As I developed more as an educator, my classes frequently stimulated students to pursue studies of economics further and to do their own research, and I have been regularly approached by students in my classes about this and about pursuing graduate studies. I frequently taught directed independent studies (DIS) with individual students and also taught a course on research methods in economics. The former aspect, teaching DIS in many semesters, was not part of my teaching assignment, and I did this on top of my regular teaching effort due to my enthusiasm for helping students pursue their curiosity about economics and seeing them mature into researchers and scholars. I recommended and successfully placed many students to graduate programs, with some entering academia upon completion. One of my former undergraduate students, Sebastian Tello Trillo, is now an Associate Professor of Public Policy and Economics at University of Virginia.

I also learned a lot by teaching courses at various universities and to diverse populations of students and backgrounds. For example, I taught intermediate microeconomic theory at University of Southern California, Ohio State University, and Florida State University, and applied game theory at UC Berkley and FSU. I learned that instruction is most effective when it is adapted to the backgrounds, expectations, the readiness to tackle new and challenging material, and the level of other courses in the program. The experience of teaching applied game theory class provides foundation for developing new classes that are focused on specific settings with strategic interdependence and desired objectives, for example environmental policies.

In experimental economics class, I engaged students in diverse forms of learning, reflecting that discipline's methodology. We started by covering the main aspects and requirements of experimental economics methodology. With that knowledge, we proceeded with reading existing experimental literature on select topics, going over articles in class together, discussing them, and even providing critiques. Students also participated in an experiment that I conducted for them in the experimental laboratory. Throughout the semester, students engaged in their learning also by working on developing own research project. In addition, there was a data analysis component, where I provided students with sample experimental data which we used to assess subjects' behavior.

Teaching at a graduate level, which I have done in Master's and PhD programs, provided a greater level of sophistication, deeper treatment of the material and a particularly rewarding opportunity to guide students towards maturing into independent scholars and thinkers in addition to their mastering of the course material. Here, my experience is also diverse. I participated in PhD micro core sequence, taught

the main introductory PhD course in experimental economics as well as the elective topics courses related to my research areas. My contributions to the master's programs include courses on behavioral economics and mathematical methods in dynamic economics. I see value in academic engagements that involve exchange between faculty and students. One of the examples is a seminar/reading group in experimental economics that I organized in some semesters that was a platform for presentations from PhD students getting feedback on their research, internal faculty presentations, and outside speakers talks. I enjoyed serving on PhD committees, chairing dissertations, and collaborating with students. Some of my students entered academia, including already getting tenure. In mentoring, I find it to be very fulfilling and interesting to engage in guiding the development of students' interest and curiosity into research which here happens on the level of scholarly work that is submitted to refereed journals.

I am familiar with diverse educational formats. During 2020-2021, I gained experience with online and hybrid teaching. My virtual teaching experience includes "live" online classes, where students can interact and ask questions during lecture similarly to an in-person class, and also asynchronous online classes, where I pre-record video lectures and students watch them their own, while having the opportunity to interact with me and ask questions during online office hours. In 2026, I added master's level behavioral economics class to my live online teaching experience.

In the classroom, I aim to create an inspiring and stimulating environment, one that is based on respect and where everyone is a valued participant. If I were to give an example of how students' comments helped me improve as an instructor, one of the things that comes to mind is my adjustment to the observation that some students commented that the class was too difficult, while other students in the same class said it was easy. I acknowledge my excitement about making the class more sophisticated and presenting additional interesting information, and my temptation to provide more examples geared towards students who want greater challenges. However, it is clear to me that the core material of academic classes is not a one-on-one intellectual dialog, and they have to provide valuable learning experience for all students who put effort, and to result in students' progress in and mastery of the core topics of the class. The measure of the effectiveness of the educator, I think, is not in delivering advanced material to a subset of students who are already at that level, but in structuring the dynamics of learning that progressively develops students' ability to address more advanced topics. In my lectures, I now sometimes present different treatments of the material – the required part that should be accessible to most if not all students in the class, and the optional additional material for those interested in more advance treatment. I think this is beneficial to all students because it invites them to explore more without the pressure of performance, even those who are not fully ready for that level yet.