

## Teaching Statement

I have experience teaching a variety of classes and advising students at undergraduate and graduate levels.

Among undergraduate classes, I taught Intermediate Microeconomic Theory, Applied Game Theory, and Experimental Economics. 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 wanting to do so. I frequently taught Directed Independent Studies (DIS) for such students, and also taught a regular 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. A great example of the achievements of my former undergraduate students is Sebastian Tello-Trillo who is Associate Professor of Public Policy and Economics at University of Virginia.

I taught Intermediate Microeconomic Theory at University of Southern California, Ohio State University, and Florida State University. I am familiar with diverse student populations and audiences. At Ohio State University I taught two versions of Intermediate Microeconomics, a regular and calculus-based. My upper-division class in Applied Game Theory, which I taught regularly, has been very popular and typically filled to the cap (sometimes with waitlist) despite it being rigorous and more challenging than many undergraduate classes at FSU. For example, in a survey conducted with class evaluations in Fall 2023, about 71.5% of students indicated the class was slightly or significantly more difficult than the other classes they took at FSU, about 21.5% said it was about the same and only about 7% said it was (slightly) easier. Along with popularity and very low dropout rate, this illustrates my ability to successfully teach rigorous material. As part of this class curriculum, I cover social dilemmas and their applications to a range of public and environmental economics issues, including natural resources depletion, and, as an example of potential new field courses, I would be happy to develop a course on how economics and game theory can be used to design environmental policies.

In 2023, I was assigned to develop an undergraduate class in Experimental Economics, which I taught in the Fall 2023. In the class, I provided students with diverse forms of engagement and learning experience. In the first section of the course, we covered the main aspects and requirements of experimental economics methodology. With that knowledge, we proceeded reading existing experimental literature on select topics, went over articles in class together, discussed them, and even provided critique to the methodologies of those studies. Students also participated in an experiment that I ran for them in the experimental lab. Throughout the semester students worked on developing their own research project. In addition, I introduced a component of data analysis to the coursework and provided students with sample data from one of my ultimatum game experiments which we used to assess subjects' behavior.

On a graduate level, I taught master's and PhD level courses. I participated in PhD micro core sequence, taught the main introductory PhD course in experimental economics, as well as elective, topics, courses related to my research areas. I taught a master's level course on mathematical methods in dynamic economics. I also organized a seminar/reading group in experimental economics which was a platform for a range of presentations, including PhD students getting feedback on their research, internal faculty presentations, and outside speakers talks. I served on many PhD committees, chaired dissertations of three PhD graduates, and collaborated with graduate students. Some of my students entered academia, including already getting tenure. I enjoy the fact that graduate classes present a more sophisticated and advanced approach and include recent research articles. I also 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 results in papers submitted to refereed journals.

In addition to volunteering to teach DIS for students interested in research, I engaged with students' organizations and delivered invited lectures. Those included FSU Economics Club and FSU Women Student Union. I have also been approached and invited to undertake advising and mentoring roles for students' groups and was happy to do so by serving as a faculty mentor for two events of the College Graduate Women Network, as well as serving for about 7 years as the Faculty Advisor for Orthodox Christian Fellowship, a Recognized Student Organization at FSU. I welcomed these opportunities because I enjoy making a positive difference and meaningful impact in students' professional and human growth.

I am familiar with diverse educational formats. During the instructional changes in 2020-2021, I gained experience with online and hybrid teaching. I taught live online classes, where students could interact and ask questions during the lecture similarly to a typical in-person class, and also asynchronous online classes, where I pre-recorded video lectures on specific topics and students watched them their own, while having the opportunity to interact with me and ask questions during online office hours.

I aim to create an inspiring and stimulating environment in the classroom, one that is based on respect and where everyone is a valued participant. The statement on practices contributing to diversity, equity and inclusion provides additional details.