

Teaching Philosophy
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My pedagogical goal when teaching economics courses is to involve students in approaching problems like an economist. It is difficult however, to get students to think like an economist using chalk-and-talk style lectures. Students need to grapple with problems using a variety of classroom activities, like experiments, group projects, and incentivized out-of-classroom activities. What I enjoy most about teaching economics is that it is easy to design these elements to effectively relate course content to students' life experiences. It is even easier and more effective when I can use examples from students' decision-making experiences to show that in some situations they have *already* behaved like an economist. Moreover, relating course content to their own experiences makes economics real to them.

The simplest example of how I relate students' experiences to theories in economics is how I teach students about opportunity cost. Before giving them the formal definition, I ask students what they would rather be doing at that moment instead of sitting in lecture. Then, using their answers, I ask them why they are sitting in lecture instead of watching TV, playing basketball, studying for a test, etc. This forces them to think about what their opportunity cost is. Once they understand the concept, it is trivial to then label it.

I believe that providing an environment where students can work collaboratively encourages critical thinking and develops team-based non-cognitive social skills that are critical in today's work environment (and, more importantly, collaboration makes learning fun). For these reasons, every week I dedicate 20-30 minutes of class time for students to form groups and work through tough course relevant problem sets. To incentive everybody in the group to attain the same level of understanding of the problem and its solution, I "randomly"¹ select a student from each group to discuss the solutions arrived at by the group. I find that the engagement and collaboration among students fosters a positive energy that is unmatched using traditional instruction (i.e., chalk-and-talk).

I also believe that encouraging learning outside of the classroom is important. In the past, I have employed two methods to encourage active learning outside of lecture. First, I incentive

¹ Often, I select the student that appears the least prepared. This encourages those who least understand the material to have those who best understand the material to explain it to them.

students in introductory courses (in particular, macroeconomics) to participate in a mock stock market investment game throughout the semester. I invest with them, and if they are able to outpace my returns by the end of the semester, then they receive extra credit. Second, I ask students to apply what they learn in lecture and apply it to news articles. I ask them to write a short summary of the news article, and how what they learned in class helps them to better analyze the article.

In my future teaching responsibilities, I will continue to implement these, and other active learning techniques to complement traditional instruction. My training and experience comfortably qualify me to teach graduate-level courses in labor economics, applied econometrics, microeconomics, economics of crime, and public economics. In addition to being qualified to teach these same courses at the undergraduate level, I'm also qualified to teach introductory microeconomics, introductory macroeconomics, statistics/econometrics, financial economics, and managerial economics. For examples of my efficacy as an instructor, please see my "Evidence of Teaching Effectiveness" statement, and for a unedited teaching evaluations, please see my course website www.timothycyoung.com.