

TEACHING PHILOSOPHY

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Introduction

For both my online and lecture courses, I try to emphasize the following five general themes:

1. Course Organization,
2. Organized and Detailed Lectures,
3. Additional Useful Resources,
4. Edit and Incorporate Publisher Content,
5. Collaborate with Fellow Faculty.

Below, each theme is discussed in detail.

1. Course Organization

By the first day, the course is constructed in Blackboard with organized assignments and materials listed within modules which contain the available content and a checklist so students know how best to prepare for lectures and all graded assignments. This checklist typically takes the following form:

- Due date of the module. Review chapter readings.
- Review available powerpoint slides, Lesson Presentations (explained below) or additional animated graphs (explained below).
- Review practice problems with provided detailed solutions. Note, some solutions were transformed from Eluminate Sessions—originally recorded by Dr. Michelle Sheran at UNCG—to mp4 files to facilitate easy downloads and greater access.
- Complete a quiz either prepared in Blackboard or via a link to MyEconLab, Connect or Aplia.
- Complete a homework assignment via a link to MyEconLab, Connect or Aplia.

Additional links to publisher content via MyEconLab, Connect or Aplia, are also provided for easy access. Mostly, these include interactive features including Lesson Presentations—powerpoint presentations with some narration—or animated graphs which are narrated and animated.

Also, on the first day, students are instructed to read a very detailed syllabus. The basic elements of my syllabus include:

- Basic contact and office hours policies.
- Basic required materials with a list of available purchasing options including the official bookstore, other venues or an e-book option.
- A list of graded assignments and settings—time limits, number of attempts, saving and resuming options and late-work policies.
- Grading scale, assignment weights and academic policies.
- Detailed course schedule outlining all assignments, due dates and other procedures including exam procedures as all my exams are submitted via Blackboard.

Lastly, my syllabus features a frequently asked questions section. This section includes additional information on the following:

- Textbook purchasing options.
- Detailed instructions on how to register for MyEconLab, Connect, or Aplia.
- Contact information for technical assistance with registering or accessing MyEconLab, Connect or Aplia; Blackboard; and, Elluminate—the interactive software used for office hours for online courses where students can talk or type to communicate.
- Detailed section on quiz, homework and exam settings; information on how to check scores and solutions.
- Detailed section and offered formula regarding course-wide grades so students can calculate their grade at any time. Information on available tutoring options.

2. Organized and Detailed Lectures

For lecture courses, I like to give in-depth organized lectures using a mix of publisher provided powerpoints but with substantial edits, personally created powerpoints or personally created notes. By effectively utilizing powerpoints, I am able to keep or stay ahead of the course schedule provided on the syllabus. Lastly, by having the course organized by the first day, I can spend more time improving my lecture materials during the semester.

3. Additional Useful Resources

In addition to my lectures or lecture slides, I also provide some form of a helpful step-by-step resource designed to help students prepare for quizzes, homeworks or exams.

For Introductory Business Statistics, these took the form of Excel Lab files which would take a series of topics discussed in lecture and apply them to specific examples that are similar to the ones on quizzes, homeworks and exams. I would take time in lecture to review these Excel Lab files and students were encouraged to bring their laptops to better follow along. Other Excel files were offered to help with specific questions or concepts on quizzes or homeworks.

For Microeconomics, I prepared slides which explained how to solve certain in-class assignments. Topics included analyzing prices and quantities in the supply and demand model, analyzing the effects of a per-unit tax, analyzing the effects of free trade via comparative advantage and calculating and illustrating elasticities. These in-class assignments and my prepared powerpoint slides, which reviewed the solution in a step-by-step manner, were posted on MyEconLab so students could review them prior to completing homeworks or for exam review.

For Macroeconomics, I prepared slides which explained how to solve certain in-class assignments. Topics included calculating nominal and real GDP, calculating unemployment rates and labor force participation rates under various assumptions, calculating the CPI and inflation rate, applying the rule of 70, and illustrating multiple macroeconomic models—the loanable funds model, illustrating monetary policy and the aggregate demand / aggregate supply model.

4. Edit and Incorporate Publisher Content

I edit quizzes and homeworks administered via MyEconLab, Connect or Aplia in order to focus on the types of questions that I feel are the best. These questions typically involve:

- Learning the basics of an economic model by mapping events to the proper change in the model (Example: An increase in input prices will decrease supply).
- Analyzing equilibrium in a model either in tabular or graphical form.
- Graphs illustrating an economic model to where students are required to shift particular curves and identify appropriate changes.
- A link or table of actual government data that students must analyze over multiple sub-questions.
- Calculations when given a table or available data with multiple sub-questions.

5. Collaborate with Fellow Faculty

Lastly, I turn to more experienced faculty members for help, guidance and collaboration in teaching methods and teaching approaches.