

Teaching Statement

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My teaching style and philosophy are a combination of the qualities that I have appreciated in my teachers, the ideas that have worked for me as a teacher, and finally the lessons that I have learnt from my formal training through teaching and diversity workshops at the University of California, Irvine (UCI). The beginning of my teaching career dates back to when I was in the ninth grade (13 years old) and started teaching Mathematics and Science to students of eighth grade for pocket money. I formally started teaching Economics in 2015 as the primary instructor of core Microeconomics and Macroeconomics at the London School of Economic's International Center in India. At UCI, I taught core Microeconomic theory to first-year Ph.D. students for two years as a teaching assistant. I also served as a teaching assistant for undergraduate courses in Micro and Macroeconomic Theory, Game theory, Economics of Strategy, Managerial Economics, Industrial Organization, and Probability and Statistics. Moreover, my advisor also gave me the opportunity to teach a graduate course on programming experimental games.

I had always enjoyed the classes with energetic and passionate teachers, and I try to convey my enthusiasm about the subject matter when I teach as well. My diverse teaching experience has taught me two things about students worldwide. Firstly, students want to do well in exams, and secondly, they have a short attention span. I always make a conscious effort to meet student satisfaction as a means to maximising their learning outcomes, which go far beyond their exam scores. A well-planned combination of lecturing and active learning techniques has been the most successful for me. I always discuss detailed course objectives in class, broken down into weekly goals. In doing so, I would often emphasize how these goals fit into exam preparation and discuss relevant past problems. While it may seem like a shallow objective, relating the course material to exams makes the students more attentive and improves their learning outcomes. My research in experimental economics

further comes in handy as I design simple games for students to enjoyably learn concepts such as the prisoner's dilemma or the trade-offs emerging from consumption-saving decisions.

I have also had an active interest in maintaining inclusion in my classes and attempt to be mindful of the often overlooked things in our academic setting, which can be salient for students. For example, constructing a reading list that only contains work written by male researchers may reinforce to some students, especially women, that only men are successful in economics. My teaching experience has also helped me recognize in-class differences in learning, especially in courses that build heavily on Mathematics and intuitive logical reasoning, such as game theory and theory of labor economics. I addressed that with the next cohort, by teaching the relevant mathematical methods to bring everyone at the same level. Students appreciated those sessions and it also improved the efficiency of the remaining discussion sections of the quarter.

Overall, I think teaching is an ever-evolving creative skill, with some tried and tested methods but some that are unique to each cohort of students. My teaching experience has not only helped me with clarifying concepts for my research but also provide avenue for instant gratification and the feeling of usefulness, which is often missing in academic research. I am grateful to my students for appreciating my effort and inspiring me to improvement. I often take time to reflect on my teaching methods and evaluate how they work. I also like to learn from other faculty members' experiences and see immense scope for improving my pedagogical technique by learning from my brilliant colleagues in the department. In the future, I would also like to publish some of my findings on the effectiveness of active learning methods such as experimental games, in journals, such as the Journal of Economic Education, and present them at conferences.