

Teaching Portfolio

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Teaching Evaluations Summary

Numerical evaluations at the University of Oregon are only available up until the summer of 2019, the first quarter in which I taught as an instructor of record.

Table 1: Teaching Evaluations for EC 202: Introduction to Economic Analysis, Macroeconomics - Summer 2019

Evaluation Criteria	Score (out of 5)
Quality of this course	3.9
Quality of the instructor's teaching	3.9
Organization of this course	3.9
Instructor's use of class time	4.1
Instructor's availability outside of class	4.1
Clarity of evaluation guidelines in this course	4.1
Amount learned in this course	4.0

Table 2: Teaching Evaluations for TA in EC 202

Evaluation Criteria	Score (out of 5)
Quality of lab/discussion section	3.33
Quality of lab/discussion leader's teaching	3.34
Organization of lab/discussion section	3.47
Lab/discussion leader's use of class time	3.41
Lab/discussion leader's availability outside of class	3.64
Clarity of evaluation guidelines in lab/discussion section	3.63
Amount learned in lab/discussion	3.33
Helpfulness when consulted	3.71

Table 3: Teaching Evaluations for TA in EC 201

Evaluation Criteria	Score (out of 5)
Quality of lab/discussion section	3.5
Quality of lab/discussion leader's teaching	3.48
Organization of lab/discussion section	3.58
Lab/discussion leader's use of class time	3.73
Lab/discussion leader's availability outside of class	3.73
Clarity of evaluation guidelines in lab/discussion section	3.63
Amount learned in lab/discussion	3.35
Helpfulness when consulted	3.78

Selected Quotes from Students taught in prior courses

I am grateful to have received constructive feedback and positive remarks from students who have taken my courses. Below are some testimonials that provide insight into my teaching style and its impact on students:

"Jacob has a deep understanding of the subject matter and conveys that knowledge in a clear and concise manner. He is always available to help and provides ample resources to ensure student success. His passion for teaching and economics is evident, and it makes learning from him a pleasure."

– Student at the University of Oregon for EC 202, Introduction to Macroeconomics

"Jacob is an excellent instructor who truly cares about his students and their understanding of the material. He is patient, approachable, and always willing to go the extra mile to help students grasp complex concepts. His classes are well-organized, engaging, and filled with real-world applications that make the material come alive."

– Student at the University of Oregon for EC 202, Introduction to Macroeconomics

"I appreciated Jacob's dedication to student success and his innovative approach to teaching. He incorporates a variety of teaching methods to accommodate different learning styles, and he creates a positive and inclusive classroom environment. I felt supported and challenged in his class, and I learned a great deal."

– Student at the University of Oregon for EC 202, Introduction to Macroeconomics

"Jacob's enthusiasm for economics is contagious, and his ability to relate complex theories to everyday scenarios helped me to truly understand and appreciate the subject. His classes are interactive and thought-provoking, and he provides ample opportunities for students to engage with the material and with each other. I highly recommend

his courses to anyone interested in learning more about economics.”

– Student at the University of Oregon for EC 340, Public Economics

Have had him in previous semesters and love the way he teaches.

Explains things in a very practical way and breaks down information well.

– Student at Illinois State University for ECO 102, Principles of Macroeconomics

Statement of Teaching Philosophy

I bring nearly a decade of teaching experience in economics, beginning as a tutor in 2015 and serving as an independent instructor since 2019. This sustained engagement across course levels and formats has shaped a teaching philosophy grounded in clarity, structure, and purpose. My goal is not just to teach economic content, but to transform how students think—helping them apply economic reasoning to the full range of decisions they face, especially those outside the usual domains of markets and money.

At the heart of my approach is a backwards design philosophy. I begin each course by asking: what kind of thinker should students become? The answer is consistent: someone who can use economics to make sense of choices in everyday life—decisions about health, education, relationships, crime, and personal values—not just those involving GDP or inflation. I work backward from this goal to build lectures, assignments, and assessments that emphasize application and transfer of knowledge.

In the classroom, I rely on direct instruction paired with structured practice and worked examples. I make extensive use of platforms like Canvas, Cengage's MindTap, and Squarecap to reinforce concepts, track understanding, and provide timely feedback. This approach has proven effective in large lecture sections and equally adaptable to smaller, discussion-based courses.

Across courses like Principles of Microeconomics and Macroeconomics, Public Economics, and Intermediate Macroeconomics, I've learned to tailor instruction to diverse student backgrounds. My assignments focus on economic reasoning, not recall—rewarding students for applying core tools like marginal analysis and opportunity cost to issues they care about. Whether we're analyzing housing policy, dating apps, or behavioral nudges, I challenge students to think critically and creatively using economic logic.

Ultimately, I see teaching as a transformational process. If students leave my course seeing trade-offs in a personal decision, incentives in a social issue, or unintended consequences in a policy debate, then I know they've gained not just knowledge, but a lifelong analytical framework.