

Statement of Teaching Philosophy

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My Teaching Philosophy

With over a decade of experience in the educational realm, my teaching journey has evolved from being a math and economics tutor during my undergraduate studies to an independent instructor of record for various economic courses. This extensive background has not only sharpened my pedagogical skills but also deeply ingrained in me the significance of autonomy and accountability in fostering a student-centric learning environment.

At the core of my teaching philosophy is the conviction that learning is best facilitated in an inclusive setting that bridges the gap between theoretical constructs and their tangible impacts on everyday life. My aim has always been to instill in students an ability to critically dissect economic phenomena, utilizing the classroom as a forum for understanding the economic forces that shape their lives and the world around them.

Being an independent instructor for Principles of Macroeconomics, Principles of Microeconomics, Public Economics, and Intermediate Macroeconomics has bestowed upon me the unique perspective and competence to navigate the pedagogical challenges associated with these subjects. This independence in the classroom has been pivotal, setting me apart from my peers by providing an authentic experience in shaping course structure, managing classroom dynamics, and tailoring instruction to a diverse student body.

I embrace the opportunity to teach principle courses, regardless of class size, finding particular gratification in leading large, vibrant cohorts where the exchange of ideas is as expansive as the enrollment list. My curriculum is meticulously curated to engage students with contemporary events and contentious issues, spurring them to apply critical thinking skills beyond the textbook narrative.

Instructionally, my approach is rooted in clarity and practicality, emphasizing direct instruction complemented by a plethora of worked examples. This methodology not only aids in conceptual understanding but also equips students with the tools necessary to navigate complex problems independently. Moreover,

I uphold the practice of providing timely and ample feedback, a cornerstone that I believe is integral to the iterative process of learning and academic growth.

In closing, my pedagogical approach is dynamic, reflective, and continually refined to meet the evolving needs of my students. I aspire not only to impart knowledge but also to inspire a lifelong curiosity and appreciation for economics as a discipline integral to understanding the world around us.