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Teaching Statement

My teaching philosophy is rooted in a fundamental belief - that learning is an active, iterative process of discovery. Guided by this belief, my goal as an educator is to create an environment where students not only master the material required for coursework but also internalize it deeply enough to apply it in real-world contexts and develop the ability to continue refining their understanding long after the course concludes.

Approach to Teaching

I translate this philosophy into practice by designing an environment that is focused on sparking curiosity through real-world applications, deepening understanding through an iterative approach to learning and building confidence through an inclusive, inspiring and collaborative classroom.

a. Sparking curiosity through real-world applications: Instead of focusing on abstract definitions I always try to present the ideas through relatable, real-world examples. For example, in my Principles of Microeconomics course, the first lecture starts by asking students to analyze the trade-offs of being in class versus any other activity, immediately grounding the concepts of opportunity cost and scarcity in a context they can easily grasp based on their personal experience. Similarly, when teaching supply and demand, I ask students to design a ticket pricing system for a college football game, applying market principles to a familiar setting. When exploring the concept of market power, we analyze live examples from Amazon to see how branded and generic products are priced differently even when they are very similar in quality. These exercises ensure that students connect coursework to the world around them, demystifying complex ideas.

b. Deepening understanding through an iterative approach to learning: I complement these interactive methods with a structured, iterative process that prioritizes continuous improvement. Regular quizzes, assignments, and exams provide continuous feedback and multiple opportunities to improve. In-class group work promotes collaborative problem-solving in a low-pressure setting, while weekly take-home quizzes allow multiple attempts and in-class reviews help solidify understanding. Exams are evenly spaced across the semester to measure cumulative progress. This iterative cycle of small leaps in understanding, reinforced with regular feedback and gradual introductions of new concepts, helps make the course accessible and effective for students at all levels of fluency.

c. Building confidence through an inclusive, inspiring and collaborative classroom: Finally, I make a concerted effort to encourage participation from everyone, ensuring that every student feels heard and supported. The integration of group work and class discussions is key to this, as it allows students to learn from each other's perspective and

develop a stronger grasp of the material together.

Teaching Experience

I have had the opportunity to teach the following courses 1. Principles of Microeconomics (Introductory) 2. Mathematics for Business and Economics I (Introductory) 3. Introduction to Statistics (Introductory) 4. Statistics for Business and Economics (Upper-level)

Course Design Philosophy

I have personally designed all course materials for the above-mentioned courses, ensuring they are built around my core teaching goals: to ignite curiosity, foster iterative improvement, and promote collaborative learning. Each course is also designed with the specific student group in mind. For instance, a foundational course for non-majors is designed for broad conceptual understanding, while a beginner course for Economics majors introduces greater depth and rigor from day one, often previewing advanced topics. Additionally after examining the progress students are making through the iterative learning process I will often further customize the structure mid-semester if needed to suit their particular needs. Every syllabus lays out a clear week-by-week road-map so students know what to expect and how each component builds on the last. This transparency supports steady progress, providing anticipation and curiosity about an upcoming topic and helps me keep track of where the students are and what they need at all times.

Future Goals and Commitment to Teaching

I am committed to evolving my teaching to better prepare students for the rigors of both industry and academia. Specifically, I plan to:

- Design and teach courses that bridge economic theory and statistical application, introducing students to data analysis and programming languages such as Python and R and have them replicate published studies from reputable journals.
- Integrate my research on financial accessibility and community banking directly into the curriculum, using these topics as real-world case studies to illustrate core principles.
- Mentor undergraduate research, actively involving students in ongoing projects and guiding them as they develop and pursue their own research interests.

I view my own teaching as an evolving process. I am fully dedicated to learning from each iteration of a course and to fostering a learning environment that values diversity, encourages critical thinking and personal growth.

Further materials

Detailed syllabi and course slides are available on my website and complete course evaluations are available upon request. The next sections provide a brief summary of my teaching evaluations from Summer 2023 and Fall 2023 respectively.

Student feedback from the Principles of Microeconomics

- The instructor was extremely patient with our learning. She would make sure that we understood what was going on at all times before she moved on. She also would answer questions with thorough explanation and she was overall so very helpful and wonderful at teaching microeconomics.
- Overall, my professor did a good job at explaining concepts and showing us exactly what we needed to learn.
- I liked the in-class quizzes because they helped me a lot on the test.
- The assessment practices in this course are very helpful because there are multiple quizzes a week that do not impact your grade but allow you to see how well you know the material.
- I enjoyed this course overall.
- The course was conducted in a friendly, non stressful manner, which reduces anxiety by upcoming assessments. Moreover, her use of assessment review after the assessments proves crucial when studying for future assessments and at least helped me succeed in the class.
- I knew what was I expected to understand going into every assignment and was always tested on things we went over.
- Instructor was very helpful in making sure each student understood the concepts, and did not hesitate to go over material multiple times.
- I believe that the in class quizzes my professor would to give every Friday gave me and my classmates a much better understanding of our course material.
- Professor Razzak always gave clear instructions on what was expected of her students and what needed to be focused on in order to receive the best grades.
- She was very good at explaining the graphs by drawing them out and would not give up teaching them until the majority of the class understood, she also provided very helpful feedback on all of our quizzes and exams.

Selected Raw Scores

Prompt	My Score	Department Score
The learning outcomes in the course were clearly communicated.	4.33	4.46
The course assignments were related to the course learning outcomes	4.67	4.55
I understood what was expected of me in this course.	4.75	4.49
The instructor encouraged questioning and discussion of course topics from the students.	4.17	4.27
The course challenged me to think critically and communicate clearly about the subject.	4.50	4.37

Table 1: Summer 2023

Prompt	My Score	Department Score
The learning outcomes in the course were clearly communicated.	4.14	4.28
The course assignments were related to the course learning outcomes	4	4.41
I understood what was expected of me in this course.	3.86	4.34
The instructor encouraged questioning and discussion of course topics from the students.	3.86	4.35
The course challenged me to think critically and communicate clearly about the subject.	4.19	4.32

Table 2: Fall 2023