

Statement of Teaching Philosophy
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My desire to teach began long before I became interested in economics. Even beginning with kindergarten, my teachers influenced me positively, and their vital inspirational roles in my life continued through elementary school, high school, and college. The instructor for my first economics class in college had only recently obtained her PhD, and her enthusiasm for the subject was contagious. She and many others impressed me so deeply that I was motivated to pursue economics and, furthermore, to reach others through teaching. Today, as a graduate student finishing my degree, my professors continue to act as a source of encouragement, guidance, and truth.

Teaching is an enjoyable and continuous challenge. Each new class that I teach brings a novel group of students with fresh questions, concerns, and ideas. Each class period serves as an opportunity to improve on communicating the material more clearly and on providing examples that relate class material to economic issues surrounding students in the real world.

The first class I taught was Statistics. Statistics can be an intimidating class for many students. One of the goals of this course was that students obtain the knowledge of statistical techniques to understand and solve real-world business and economic problems. In my class students analyze and interpret data first hand using Excel. Students complete end of the semester group projects where they demonstrate a firm understanding of regression analysis.

Rather than using the typical lecture setting, I strive to create a comfortable classroom environment conducive to student participation and class discussion. Often I will begin class with a simple question to inspire thinking in terms of the material to be covered that day. In a Principles of Microeconomics lecture where opportunity cost is being introduced I will ask students what they would be doing if they were not in class. Beginning class with a discussion question promotes students' interest in the topic and also reveals that they already know a great deal about economics.

Because each class comprises its own set of unique students who are likely to learn best from different styles of instruction, I administer mid-semester evaluations, which are invaluable for gauging how effectively my teaching methods are working for each class and for giving further insight into how these particular students can best be reached. The information I obtain from mid-semester evaluations is of far greater use than information I would get from the usual end-of-semester evaluations.

I have found my time spent teaching to be tremendously rewarding. I have enjoyed the opportunity of new preps and improving on old ones. I am excited about my role as an educator and the influence I will have on my future students' lives.