Something that gives me great fulfillment in life is curiosity. It motivates me to think about things that I wouldn't otherwise, and when you view the world with curiosity, everything can be interesting. It also helps put your own views in perspective and challenges you to understand why the views of others might differ. I tend to believe a good teacher is one that provokes curiosity in their students. Equally important, an effective teacher gives their students the tools to follow that curiosity to look for answers. Outside of the classroom, an exact solution is unlikely to exist. But knowing how to look for the answer is a gratifying skill that leads to empathy and wisdom. As a teacher, this is how I approach each lesson. Why might you be curious to understand this concept, and how can reasoning enhance that understanding?

I have made high-quality teaching a priority as a graduate student at UCLA. Although it is time consuming, the return of seeing students understand and enjoy the material is worth the cost. I have been a teaching assistant for the following undergraduate classes: Econometrics (linear regression, inference, causation), Intermediate Microeconomic Theory (monopolies, game theory/duopolies, asymmetric information), Introduction to Microeconomic Theory (utility maximization, demand functions), and Public Economics (inefficiency from public goods, externalities, asymmetric information).

Students have different learning styles and interests. As a result, I apply teaching principles targeting this heterogeneity that helps each student understand the material, and more importantly, understand why it is interesting. These are 1) intuition, 2) application, and 3) rigor. First, for every model or concept, I describe the intuition for the mechanisms before and after the main exposition. For example, drawing the extensive form of a signaling model of education and employment can be used to find the equilibrium outcome, but this exercise alone provides little economic insight. The forces that yield these results (e.g. heterogeneous costs of education for workers) are far more important than the solution under any given parameterization of the model. By telling a story before and after the model, students are empowered with the real tools to apply these models in their lives.

The second principle is real-world application. Many students become disinterested in economics because they don't see how a given model has any relevance to their lives. George Box's aphorism in statistics "All models are wrong but some are useful" has relevance to economics as well. Economic models allow us to understand the mechanisms that underly economic phenomena. It is true that the simple model of a market equilibrium given linear supply and demand is unlikely to perfectly characterize any industry. However, it allows us to discuss the first order effects that dictate prices and quantities in the market. Models can be used to better understand virtually every economic situation in the real world. Why would Lyft's impact on Uber be different from Netflix's impact on HBO? Hotelling's model–while

highly stylized–gives us insight to this question. Do movie theaters give discounts to students and seniors because they think it's morally imperative to charge them less? Possibly. But a simple model of profits with demand heterogeneity points to another motive. I also try to include policy applications when possible. For example, what are the economics behind the individual mandate to buy health insurance? While controversial in the media, this policy aims to address a very specific phenomenon that has both theoretical and empirical support.

I have found podcasts are a great way to extend lessons outside the classroom. For example, in a lesson on oligopolies, I referred my students to a **podcast** in which a raisin supplier deviates from a collusive agreement in response to changes in market conditions. In a lesson on externalities, I referred my students to Russ Roberts's excellent **interview** of Ronald Coase, where Coase describes his sentiments towards the mischaracterized "Coase Theorem."

While intuition and examples are important, they are no substitute for rigor, my third teaching principle. A serious and technical exposition of the models is essential to deliver the key insights and is also important to keep advanced students motivated. While some students benefit from the mathematical representations of models, others benefit more from visual representations. For example, in Econometrics lessons I always pair model equations with figures. I plot data that is observed and tie it to what is being estimated. I limit the use of slides unless necessary. This ensures I proceed at a reasonable pace and in step with how the information is being absorbed.

By applying these principles to my teaching, I have received strong positive feedback from the students. For two out of the six quarters I was a TA, I received an award for having the highest evaluations among the class category (among around 25 other TAs). On my website, I have included all evaluations from the last academic school year. These give the comprehensive picture of my teaching performance. I use any critical feedback to help improve my teaching methods for future classes.

I take pride in the work I have done over the years knowing that many students enjoyed economics a little more as a result of these efforts. Challenging students to think critically about these issues empowers them with the tools to approach tough questions in society. No policy or law is without controversy, and good teachers can help their students know how to form evidence-based opinions. As a lifelong student myself, I know the power and joy that comes from learning. The more I can instill this idea in students, the better I'll have done my job.