I look to accomplish two goals when I teach a class. First, I aim to provide my students a foundational understanding of the course material. Second, I want to equip my students with a toolkit that they can use to make informed arguments and decisions in their fields of interest. It has been my experience that students do better and more creative work when they develop an intuitive understanding of the course material and become more enthusiastic learners when they see how the models and concepts relate to real world decisions in their fields. I adopt a three-part approach to achieve these goals.

1. Combine intuitive and critical thinking
   
   My experience is that teaching concepts in economics or mathematics is tricky. In many cases, concepts are formalized in a way that is not intuitive. I make it my task to explain the longer thought process behind concepts that is often “hidden” behind the usual textbook style presentation. For example, when teaching my students basic consumer theory, I try to make it clear how one would even arrive at the need to use an economic model, as opposed to a statistical model. I find that this presentation not only motivates current course material but also develops intuition where economic modeling comes into play in the broader context of quantitative modeling, and prompts them to find applications they are interested in.

   When students develop an intuitive understanding how the tools and concepts can inform real life decisions, I challenge them to think critically. For example, I do not simply present models from a textbook as a given fact. Instead, I emphasize that even the best models have shortcomings and I ask the students to think critically about the assumptions and capabilities of the model – where the model may succeed, and where it may fail. After this step, the students have not only developed intuition but also critical judgment how the concepts and models apply to their interests. I often find that it is at this stage where students become most engaged with the course material, they start asking “what if...” questions and are actively thinking about the model from various angles. In my experience, this moment also creates a natural opportunity to discuss possible extensions and point to topics in my personal research or current research in the marketing community.

   I believe that these principles apply to teaching business students as well. I have participated in Ph.D. marketing classes and observed core marketing MBA lectures, and I have seen how Carl Mela employs similar teaching methods in his classes. For example, most MBA students have industry experience and are seeking to gain intuition on how to apply the class material in their fields. However, rarely can a problem be solved by just applying methods “off-the-shelf”, making it essential to also develop critical thinking skills.

2. Develop analytical skills
   
   When students have developed an intuitive understanding on how to solve a problem, how to actually formalize these ideas into a solution? My goal here is to help students practice their skills to connect
question, theory, and evidence with a clear and logical argument. I have experience putting together assignments, writing solutions, and discussing solutions in a classroom setting for courses that involve a lot of problem solving. I have observed that hands-on work helps students clarify and resolve open questions on how the specifics of an idea or a model look like. Most students are new to the various ways formal arguments work. I make it my task to explain the reasoning behind building an argument or drafting a solution to a problem. After a period of familiarization, I observe that students make great progress in improving and employing their analytical thinking skills in work assignments and class discussion.

3. Self-assessment and reflection
Finally, I find that students respond well when I express my genuine concern for their learning and state that I am open for feedback. I try to make it clear that we are all students in class. Students are obtaining new knowledge in their field and I am learning how to become a better teacher. In my experience, expressing this sentiment creates a comfortable classroom setting where questions, comments, and feedback are welcome. For example, I was happy to hear from one of my students that my recitation sessions were the “most laid-back but serious” sessions she took that semester.

Conclusion and preparation to teach
I look forward to connect with more students and grow as an educator. My three-part approach summarizes how I have approached teaching so far. Given my background, I would be particularly interested in teaching courses in marketing analytics, data science, marketing research, digital marketing. I am also open to teach and develop other courses.