

Statement of Teaching Philosophy

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My objective as a teacher is to make my students learn to think like economists. To achieve this, I walk my students through different steps. Firstly, I help them realize that the domain of economics is not only comprised of obvious subjects such as inflation and growth, but it also has an acute pertinence to everyday life.

After this, I highlight economic issues by making them more interesting for my students. I try to word a difficult or drab question more interestingly, and relate it to a real life experience. My aim is to make the learning experience unique by not just citing the usual 'apples and bananas' type examples.

I, then, give them tools to analyze the question at hand. I try to stimulate their imagination in order to come up with alternative ways to use these tools. I aim to achieve this by showing the similarities between different economic problems that are conceived as distant or unrelated, yet inherently connected. One of the strongest means of internalizing knowledge is to question every piece of information. Therefore, I encourage my students to ask as many questions as possible. The easiest way to ensure this is to create an environment that nurtures confidence and breaks communication barriers.

Based on my teaching experience, I have realized that 'face reading' is one of my strengths. Individuals have a limited capacity to maintain selective or sustained concentration on a given material. I use one of my 'digression sessions' immediately after realizing that my students' attention is fading away. In these 'digression sessions', I give my students the impression that we are drifting from our subject, yet, I help them understand the material at hand by giving motivating and subliminal examples.

I believe that feedback is an integral part of teaching. I give feedbacks to my students about their performances on a regular basis. Instead of waiting for midterm and final test results, I administer quizzes each week. Also, I ask my students to write 'one-minute papers', through which they get a chance to let me know anonymously what they have learnt from the class.

As much as I like to give feedback to my students, I like to get evaluations on my performance as a teacher as well. However, I do not like waiting until the end of a semester to get the course-instructor survey results. By preserving anonymity, I ask my students to write down what they think about my teaching and class, in general. This approach has helped me evolve into a better teacher.

Raised by parents who worked in the education sector, I have always been fascinated by the idea of teaching. While research is the ultimate way to express my academic creativity and my ideas, teaching is a different experience that involves inspiring interactions.

My goal as a teacher is to create a fun learning environment through work imbued with passion for economics that will be memorable for my students. This, I believe, will teach them to think like economists.