# Statement of Teaching Interests 

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My primary objective as a teacher is for my students to understand the materials I cover in class, and to gain competency in the course which will give them the ability to apply the knowledge they have learned in different settings. I have acquired several methods that shaped my teaching style from the teachers who made a significant impact in my life and from my years of experience as a teacher.

## Teaching Interests

I am interested in teaching intermediate microeconomics, managerial economics, econometrics, quantitative methods, and the economics of education at the undergraduate level. Before me are years of experience teaching and developing course materials in these upper level undergraduate economics courses (except the economics of education). At the graduate level, I am interested in teaching managerial economics, public economics (with emphasis on the economics of education) and the economics for MBA students (game theory and the economics of business decisions).

## Teaching Experience

I have several years of teaching experience. My first exposure to teaching was when I served as a lecturer at Polytechnic University of the Philippines where I taught several undergraduate courses in economics including managerial economics, public economics, econometrics, statistics for economists, introduction to microeconomics, and intermediate macroeconomics. Teaching these courses helped me developed good communication skills and better understanding of the core concepts in economics. As a student, my only concern is to understand the concept. As a teacher, not only that I have to understand the concept, I should also be able to make students understand this concept. That involves effective methods of delivery, a good pedagogy. I was pursuing a Master of Science degree in economics at De La Salle University Manila, Philippines while teaching at Polytechnic University of the Philippines. I am always excited to teach students the materials that I had learned recently from my graduate classes.

I resigned my post as lecturer at the Polytechnic University of the Philippines and accepted a lecturer position at De La Salle University (DLSU) - Manila, Philippines. At DLSU-Manila, I taught undergraduate courses in introduction to economics, principles of microeconomics, principles of macroeconomics, calculus for business students, statistics for business students,
and computer applications to economics (STATA and Mathematica). After I completed my Master of Science degree in economics at DLSU-Manila, I was hired as an assistant professor and taught graduate courses in applied regression and time series econometrics and labor economics and an undergraduate course in quantitative methods for finance (in addition to the courses I have previously taught). While at De La Salle University, I have developed my stock of teaching materials, course notes, and my passion for teaching.

My experience in teaching at an American university dates back when I was a graduate student at Mississippi State University where I taught undergraduate courses in principles of microeconomics and intermediate microeconomics. The transition in teaching from a Philippine university to an American university was smooth since prior to teaching the said courses I served as a teaching assistant to a course in principles of macroeconomics while at Mississippi State University. After I completed my Master of Arts in economics degree at Mississippi State University, I pursued a PhD in economics degree at the University of Florida. I am fortunate to be selected as a graduate teaching assistant/instructor. I have been the sole instructor for two courses while at the University of Florida: a course in intermediate microeconomics and an upper level course in managerial economics. I have the complete responsibility in teaching and managing these courses, from syllabus development, to designing exams and grading students. In addition to the classes for which I have given the full responsibility to teach, I have been fortunate to serve as a teaching assistant for a PhD course in empirical public economics (with emphasis on the economics of education and the advanced quantitative techniques used in modern applied econometrics), several MBA courses including game theory for managers and managerial economics, and an undergraduate course in intermediate microeconomics. My experience as a teaching assistant honed my skills to connect and communicate with students. Also, I have learned the skills of crafting a course syllabus and writing examination questions that are effective enough in measuring the students' knowledge of the concepts. Lastly, serving as a teaching assistant to MBA courses delivered away from the University of Florida campus (e.g. South Florida MBA courses in Miami, FL) had helped me to learn to effectively communicate and respond to student queries through email.

## Teaching Philosophy

As a teacher, I make sure the students will get the maximum exposure to and understanding of the topics I cover in class. First, I believe that class preparation is highly important. Aside from the books and references prescribed for reading, I provide my students with supplementary notes covering most of the topics for the next lecture day. I painstakingly write these notes as detailed as possible to give the students the general view of the next lecture and to convey my thoughts on the topics to be discussed. These notes also contain examples with solutions that include step by step procedures and detailed explanations. I take advantage of the technology by allowing my students to access these lecture notes and the other teaching materials online. I have used the Blackboard, WebCt, and Sakai system to provide my students most of the course contents including the supplementary lecture notes and the rich practice questions with detailed solutions. The idea is that the students can use these materials to prepare themselves for the graded problem set questions and examinations.

Second, I value student class participation. Encouraging students to participate in class
discussions would give them the feeling that they are welcome in the class and that their views are considered in class discussions. Engaging students in class discussions is an important element in the students' learning process and intellectual growth. Finally, I encourage my students to seek my help especially when they find the topics challenging. I make myself accessible to my students during the weekly office hours, each time after the lecture, and through email messages. I encourage my students to schedule an appointment to meet at other times if they cannot make it to the weekly office hours. Also, I highly encourage them to ask questions during the class if they need me to clarify a concept or an idea. I deliver extra sessions before every scheduled examination to a large number of students to provide them help to understand better the concepts covered in the test. In these sessions, not only that I help my students to prepare for the test, I also give them the impression that I am passionately putting a great amount of effort for them to pass. With this, I effectively encouraged my students to study harder, which results to more students passing the examination with scores above the average class score among the students who passed the test (the mean grade is usually $\mathrm{B}+$, which is around 86 based on my grading scale).

I always start with simple economic models and gradually add nuances and complexities to take a topic to the advanced level. Along the way, I use real world examples to help students understand better these economic models they have learned. Then I asked students to think of other real world examples. These examples provide me a feeling of confirmation that my students understood the economics concept being discussed. Also, I always tell my students the rationale and importance of using mathematics, graphs, and words to explain an economics concept. I use mathematics to make the logic behind an economics concept exact, the graphs to visually understand the concept, and words to explain and interpret the concept. I make sure that the students have a clear understanding and can demonstrate the connection between the mathematics and the graphs in a model. Before moving on to the next topic, I usually finish a section by giving the students more examples and exercises. I make sure that each student have completely understood the concepts and have the ability to apply the ideas they have learned.

| Term: 2010 Summer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| College: |  | Business Administration |  |  |  |  |  |  |  |  |  |  |  |  |
| Department(s): Economics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Course(s): |  | ECP3703 Managerial Economics |  |  |  |  |  |  |  |  |  |  |  |  |
| Section(s): |  | 0291 |  |  |  |  |  |  |  |  |  |  |  |  |
| Instructor: |  | See,Edward C (1199-8874) |  |  |  |  |  |  |  |  |  |  |  |  |
| Response Rate: $61.11 \%$ (11 out of 18) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Question |  |  | Percentages |  |  |  |  |  | Mean | StdDev | Median | Course Mean | Dept <br> Mean | College Mean |
|  |  |  | (1) | (2) | (3) | (4) | (5) | Omitted |  |  |  |  |  |  |
|  | Description | of course objectives and assignments | 0.00\% | 0.00\% | 0.00\% | 63.64\% | 36.36\% | 0.00\% | 4.36 | 0.50 | 4.00 | 4.32 | 4.34 | 4.11 |
| 2 C | Communicatio | ion of ideas and information | 0.00\% | 9.09\% | 0.00\% | 45.45\% | 45.45\% | 0.00\% | 4.27 | 0.90 | 4.00 | 4.11 | 4.30 | 4.08 |
|  | Expression class | expectations for performance in this | 0.00\% | 0.00\% | 0.00\% | 45.45\% | 54.55\% | 0.00\% | 4.55 | 0.52 | 5.00 | 4.42 | 4.38 | 4.06 |
|  | Availability to | o assist students in or out of class | 0.00\% | 9.09\% | 9.09\% | 18.18\% | 63.64\% | 0.00\% | 4.36 | 1.03 | 5.00 | 4.42 | 4.32 | 4.1 |
|  | Respect and | concern for students | 0.00\% | 0.00\% | 9.09\% | 18.18\% | 72.73\% | 0.00\% | 4.64 | 0.67 | 5.00 | 4.53 | 4.40 | 4.2 |
| 6 | Stimulation | of interest in course | 9.09\% | 0.00\% | 9.09\% | 36.36\% | 45.45\% | 0.00\% | 4.09 | 1.22 | 4.00 | 3.79 | 4.23 | 4.06 |
|  | Facilitation of | f learning | 0.00\% | 0.00\% | 18.18\% | 36.36\% | 45.45\% | 0.00\% | 4.27 | 0.79 | 4.00 | 4.21 | 4.28 | 4.02 |
|  | Enthusiasm | for the subject | 0.00\% | 0.00\% | 18.18\% | 36.36\% | 45.45\% | 0.00\% | 4.27 | 0.79 | 4.00 | 4.21 | 4.47 | 4.4 |
| Encouragement of independent, creative, and critical 9 thinking |  |  | 0.00\% | 9.09\% | 0.00\% | 72.73\% | 18.18\% | 0.00\% | 4.00 | 0.77 | 4.00 | 3.89 | 4.18 | 4.1 |
| Averages for questions 1-9 |  |  |  |  |  |  |  |  | 4.31 | 0.80 | 4.33 | 4.21 | 4.32 | 4.13 |
| 10 Overall rating of the instructor |  |  | 0.00\% | 0.00\% | 18.18\% | 45.45\% | 36.36\% | 0.00\% | 4.18 | 0.75 | 4.00 | 4.16 | 4.37 | 4.16 |
| 11 Amount learned |  |  | 0.00\% | 0.00\% | 27.27\% | 27.27\% | 45.45\% | 0.00\% | 4.18 | 0.87 | 4.00 | 0.00 | 0.00 | 0 |
| 12 | 2 Amount of effort required |  | 0.00\% | 9.09\% | 9.09\% | 45.45\% | 36.36\% | 0.00\% | 4.09 | 0.94 | 4.00 | 0.00 | 0.00 | 0 |
| 13 | Difficulty of | the subject matter | 0.00\% | 9.09\% | 18.18\% | 36.36\% | 36.36\% | 0.00\% | 4.00 | 1.00 | 4.00 | 0.00 | 0.00 | 0 |
| 1 | The educatio | nal value (relevance) of this course | 9.09\% | 0.00\% | 9.09\% | 9.09\% | 72.73\% | 0.00\% | 4.36 | 1.29 | 5.00 | 0.00 | 0.00 | 0 |
|  | Expected gra |  | 0.00\% | 18.18\% | 0.00\% | 18.18\% | 63.64\% | 0.00\% | 4.27 | 1.19 | 5.00 | 0.00 | 0.00 | 0 |
|  |  |  |  |  |  | Averages | or questio | ons 11-15 | 4.18 | 1.06 | 4.40 | 0.00 | 0.00 | 0.00 |



## Some Student Text Responses (Evaluation) Intermediate Microeconomics Fall 2011 Class

1. "availability and explaining things from scratch"
2. "The Professor really seemed to care if all the students understood the material and worked hard to make sure we all had the necessary resources to succeed in the class. I really liked how efficient Professor See was. He had a detailed syllabus ready the first day of class, and stuck to his schedule. He informed us of any changes with plenty of notice. All of our problem sets and tests were graded and returned with impressive speed and detail. I really appreciated how he worked with the students and would schedule office hours so that anyone could meet with him. He also answered any questions through email with great speed and detail."
3. "The instructor has been motivated throughout the course."
4. "Use of examples, openness to clarification or any questions"
5. "He was very enthused about the material and was willing to help students inside and outside of the classroom. His teaching skills improved greatly over the length of the course."
6. "It was very obvious that the instructor really wanted to make sure his students understood the material. This was extremely helpful since it made the material easier to comprehend and if something had to be restated there wasnt a hesitation."
7. "Professor See has a genuine concern for the well-being of his students. He always wants to make sure that all of his students are on board when he explains a topic. His handouts and exercises were very helpful in understanding the concepts. He was always accessible during his office hours, and went above and beyond whenever I went with classmates for help."
8. "You were willing to adjust in order to meet the needs of the class such as extra classes and writing up notes."
