

Teaching Philosophy

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1 Teaching Philosophy

I've always wanted to pursue an academic career. I come from a family of three generations of professors in fields ranging from history and languages to physics and economics, and it only seemed logical for me to become a professor too.

I have been fortunate to have classes from passionate and inspiring faculty throughout my academic career. One thing that struck me the most about all their lectures is that they were all very successful and effective teachers in various fields yet they had very different pedagogical styles. This made me realize that there is no perfect teacher; it is the individuality of the instructor that makes their subject interesting for students. My personal teaching goal is to acknowledge the individuality of each and every student, and encourage them to gain a new perspective on economics.

One of the primary aims of my pedagogy is to be a mentor for my students and create an environment that exposes them to the material that stimulates their analytical and critical thinking skills, prepares the students to navigate the world outside the university setting, and helps them realize the diversity of views and opinions. This is exactly the pedagogical style that I hope would best describe my classroom environment.

My philosophy involves teaching my students to be considerate and responsible about the choices they make, not only in their professional careers but their personal lives as well. I express a genuine interest in the students' work and provide structure in the classroom, yet allow the students independence and encourage critical thinking about economic questions. Teaching students to care about what they are doing and providing them with feedback along the way is important, thus I try to present the material in a way that makes students feel independent and capable of handling the task. I believe my teaching philosophy resonates with the students, and the student-nominated "Professor of the Month" Award from the Delta Zeta Sorority (University of Kentucky, 2014) as well as the faculty-nominated Department of Economics Outstanding Teaching Assistant Award (University of Kentucky, 2016), are both good testaments to the success of my teaching style.

To date I have taught economics classes ranging from introductory macro- and microeconomics principles courses filled with freshmen, to upper level courses with mostly juniors and seniors. Regardless of the depth of the economic content covered in an introductory versus an intermediate course, I encourage discussions and proposals for alternative ways of solving a problem while remaining respectful of other people's opinions.

As part of my professional development and growth, I have regularly attended the Annual Teaching Workshop hosted by the University of Kentucky. The workshop provides a unique opportunity to learn about innovative teaching methods and new directions in teaching research, as well as a great platform to build and foster research collaborations with colleagues from other colleges and universities.

This year, while completing my dissertation, I am fortunate to have a Visiting Assistant Professor position at North Central College. This is a great opportunity which allows me to gain more teaching experience at a liberal arts college prior to going on the job market. I am teaching a variety of classes at North Central College —International Trade, Money and Banking, Intermediate Macroeconomics and Introductory Macroeconomics.

Being a teacher is one of the most rewarding experiences I have had so far, and I am grateful

to have taught so many different courses and to have met a diverse group of students during my teaching experience at both North Central College and the University of Kentucky.

2 Teaching Evaluation Summary Statistics

Spring, 2016:

ECO 391 Economics and Business Statistics, Section 1

Overall Course Evaluations: **3.55/4.00**

Teaching Evaluation: **3.55/4.00**

Department Average:**3.55/4.00**

University Average: **3.51/4.00**

Class Size: **33**

Response Rate: **93.94%**

ECO 402 Intermediate Macroeconomics, Section 3

Overall Course Evaluations: **3.66/4.00**

Teaching Evaluation: **3.69/4.00**

Department Average:**2.55/4.00**

University Average: **2.76/4.00**

Class Size: **45**

Response Rate: **71.11%**

Summer, 2015:

ECO 402 Intermediate Macroeconomics, Section 2

Overall Course Evaluations: **3.4/4.00**

Teaching Evaluation: **3.5/4.00**

Department Average:**3.44/4.00**

University Average: **3.33/4.00**

Class Size: **20**

Response Rate: **50%**

Fall, 2014:

ECO 202 Introductory Macroeconomics, Section 1

Overall Course Evaluations: **3.36/4.00**

Teaching Evaluation: **3.53/4.00**

Department Average:**3.37/4.00**

University Average: **3.42/4.00**

Class Size: **50**

Response Rate: **74%**

ECO 202 Introductory Macroeconomics, Section 2

Overall Course Evaluations: **3.69/4.00**

Teaching Evaluation: **3.91/4.00**

Department Average: **3.35/4.00**

University Average: **3.39/4.00**

Class Size: **52**

Response Rate: **61.54%**

Summer, 2014:

ECO 202 Introductory Macroeconomics, Section 2

Overall Course Evaluations: **3.33/4.00**

Teaching Evaluation: **3.67/4.00**

Department Average: **3.35/4.00**

University Average: **3.42/4.00**

Class Size: **12**

Response Rate: **75%**

Fall, 2013:

ECO 201 Introductory Microeconomics, Section 1

Overall Course Evaluations: **3.83/4.00**

Teaching Evaluation: **3.87/4.00**

Department Average: **3.71/4.00**

University Average: **3.83/4.00**

Class Size: **36**

Response Rate: **98%**

Summer, 2013:

ECO 201 Introductory Microeconomics, Section 2

Overall Course Evaluations: **3.43/4.00**

Teaching Evaluation: **3.54/4.00**

Department Average: **3.49/4.00**

University Average: **3.61/4.00**

Class Size: **16**

Response Rate: **95%**

3 Course Descriptions

ECO 340 International Trade (North Central College)

Traditionally, this course is split into two parts: international trade and international finance (which is based on the monetary side of the world economy). Although this course is titled "International Economics" we spend the majority of our time focusing on international trade theory and applications. However, we will still cover important topics from international finance, such as exchange rates, and how they affect our theories. Upon completing this course, the students are able to competently address issues such as comparative advantage and why nations trade, who gains from trade and who potentially loses (and whether that is a bad thing), what the patterns of trade look like and why they may shift, the role of protectionism within trade, and how exchange rates shape trade patterns. We use theoretical models to motivate

answers to these issues and real-life empirical evidence to provide further support.

ECO 360 Money and Banking (North Central College)

The goals for this course are to develop an understanding of financial markets, financial institutions, and monetary policy. It will help you understand how economic news (such as FOMC statements) affect financial markets and the decision-making of policymakers and households. You will become proficient in thinking analytically and summarizing complex economic ideas in a concise way. More generally, this course provides you with a detailed, policy-oriented examination of financial institutions and markets in the U.S. economy, as well as an in-depth analysis of Federal Open Market Committee (FOMC) policies and their impact on the macroeconomy. We discuss the Federal Reserve and banking structure, including topics such as monetary policy, regulation, and money creation. We have detailed discussions about interest rates, as they underpin much of the economic activity that takes place as well as many of the economic decisions you make in life. This is a great time to take this course! The financial crisis of 2007-2009 has proven to have far-reaching consequences for the U.S. economy (and the world). How serious were those effects? How long have they lasted? Was there any better way to fix them? These are just a few of the many important questions we address throughout the course.

ECO 391 Economics and Business Statistics (University of Kentucky)

We will review some essential foundations in descriptive statistics, basic probability distributions, and hypothesis testing that will support and extend concepts learned in an introductory statistics course. The course will focus on statistical techniques of regression analysis as well as substantive data analysis. This course will cover statistical techniques such as estimation, hypothesis testing, correlation, modeling, analysis of variance, time series analysis, and forecasting, among various aspects of regression. Overall, you will develop a deeper intuition for modeling complex issues and solving quantitative problems through the application of statistical techniques. The goal of our class is to learn the material in both interactive and productive fashion; we will do lots of examples and hands on exercises.

ECO 402 Intermediate Macroeconomics (University of Kentucky)

This course provides students with a comprehensive description and explanation of concepts in macroeconomics, growth theory, and business cycle theory using analytical and mathematical tools. This course is intended to provide economics majors and other interested students with rigorous analysis of macroeconomic theory. This course requires both intuition in basic economic concepts and analytical skills. There are mainly two parts to the course: First part is long run economic growth, where we mainly focus on why some countries are rich and others are poor and why these differences persist in the long run. Second part is where we try to understand the short run determinants of economic growth, and the focus is largely on the effectiveness of monetary and fiscal policy at tackling macroeconomic fluctuations.

ECO 202 Principles of Macroeconomics (University of Kentucky)

This course is looking at the field of economics from a macro perspectives, instead of studying individual consumer or firm behavior we focus on the aggregate economy. The material studied in this class allows the students to get familiar with concepts and tools applied by man-

agers in the business sector, policy makers in the government field and economic researchers in the academic arena. After taking this course students should be able to critically analyze domestic and international issues using concepts such as inflation, unemployment, monetary and fiscal policy, budget deficits, economic growth, exports and imports, balance of trade, exchange rates, etc. Students successfully completing this course should leave with a strong understanding of the macroeconomic concepts discussed and, most importantly, apply this knowledge to real world situations.

ECO 201 Principles of Microeconomics (University of Kentucky)

This course is an introduction to the principles of microeconomics. After taking this course the students should be familiar with basic tools of economic theory used to study markets, individual consumer behavior, and the behavior of firms. The key takeaway is understanding how markets work and how supply and demand interact to determine prices. Unfortunately, sometimes markets fail and we look at what happens with market failure and the role of the government in market activity. Analytical tools acquired in this course are applied by managers in the business sector, policy makers in the government sector, and economic researchers in the academic arena. Students successfully completing this course should have a strong understanding of these basic economic principles and, most importantly, be able to apply this knowledge to real world situations.

4 Select Student Evaluation Comments

Principles of Macroeconomics (5 sections, select comments):

“Anna is a terrific instructor with a great knowledge of the subject area. She is as available to help students as much as she can as any instructor I’ve ever had. She genuinely cares about her students and that can sometimes be a very hard character trait to find in instructors. She gives as helpful of supplementary assignments, exercises, etc. as any instructor I’ve had. She is clearly on track to be a TERRIFIC professor one day in the near future.”

“She is my overall favorite teacher and has inspired me to pursue an econ minor alongside my equine management major. Econ is enjoyable in her class.”

“Anna is a great teacher! She truly takes time out of her busy schedule to meet with her students to clarify concepts. She also explains graphs, and complex concepts in a simple way that is easy for students to grasp. I cannot think of anything for Anna to improve on - she is wonderful.”

“The instructor was the best I had this semester. She could teach in a straight forward manner making the material easy to understand. She answered everyone’s questions without hesitation. If part of the material was difficult to teach and the class was having a hard time grasping the concept, the instructor would take additional time to make it clear. Tests and quizzes weren’t too easy, but studying the material was more than enough to do well. Overall fantastic instructor!”

Principles of Microeconomics (3 sections, select comments):

“She is incredibly knowledgeable about the subject matter and knows how to present it

effectively. more importantly she is easy to talk to and relates to the student easily. She never failed to make up time to help explain a problem or to offer extra guidance whether in or out of her designated office hours. Her explanations were clear and concise and she stuck with the outline of the power points which made studying for the finals easier. I'm not an economics major, and didn't have any interest in the subject coming into the class, however she has constantly offered support and I have thoroughly enjoyed the class and her presentations."

"All I have for her are strengths. She's very friendly and approachable. Always willing to answer questions when students weren't understanding. I can tell she really does enjoy teaching. I have really enjoyed the class and feel I'm learning a lot from her. I am enthused now to further my study of economics."

Intermediate Macroeconomics (2 sections, select comments):

"Anna is excellent – she explains things thoroughly and adds her personal experiences to the class to give different topics more meaning."

"She knows the material very well and is able to make it understandable for the student. I like how she takes time to show how various models apply to the real world. I really enjoyed the brutal honesty about when some of the models are incomplete and do not always apply to real situations. It was genuine and insightful."

"The class discussion was great and I did like how we tried to talk about real world examples and not just straight theory's."

"The strengths of this course was Anna! She made the class fun and I found my self almost wishing it was 3 days a week instead of just two."

Economics and Business Statistics (1 section, select comments):

"She was willing to stay after class in order to help you understand concepts if you had trouble in class. Also with homework if you ever had any concerns or questions she responded and helped adequately."

"Ms. Anna was one of the best instructors I have encountered. She is wise beyond her years and really cares about her students."

"For a four week course i thought Anna did a great job downsizing the material in a fashion that still covered the material and cant think of anything I would change about the course."