

Monica I. Garcia-Perez
Statement of Teaching Philosophy:

I have been fortunate to be around many dynamic teachers, and what has made them stand out is their statement of purpose; the students in the class did not just know that the demand curve was downward sloping, but they knew why knowing that demand curves slope down was worth knowing. I feel that my improvement as a teacher is due in large part to my growing understanding of how to make students aware of *why* they should learn to think from an economic perspective. I believe that is the teacher's responsibility that students pick up both facts and methods of analysis. Classes should be focus on making students think and explaining topics that need explanation. With this in mind, my research background makes me particularly well suited to teach labor economics, public finance, applied microeconomics, macroeconomics fundamentals or a more general economics course in addition to fundamentals in microeconomics, which I was teaching assistant. in the fall and spring semesters of the 2005-2006 academic year. I also was Mathematics teaching assistant during my college years.

In an attempt to highlight the purpose behind Microeconomics Principles and Mathematics, I provide lecture outlines to students in order to help them identify those key concepts and I end each lecture with a short set of questions that reflect the major themes of my talk. This lecture course was large, so teaching assistants had substantial responsibilities in discussion sessions and office hours. One of my favorite discussion sessions were on marginal cost and marginal productivity, because they showed the basic background concepts of most of the theoretical research in economics. At first, students feel confused by these new concepts but I then try to frame my discussion sessions into a more practical and "real world" examples. As a student I found that being able to illustrate an economic concept in a simple example helped me to understand the goal of the classroom exercises and relate to the material.

In my role as an academic tutor in the University of Maryland, I helped students to clarify their doubts and look beyond their courses requirements. As a result, I am particularly sensitive to the individualized needs of students. I have experience tailoring my teaching strategies to accommodate students faced with limitations that might place them at a disadvantage, such as a physical disability or religious obligation, while still requiring them to meet the high standards I have for my course.

Finally, I also recognize the importance of an active involvement in research as a part of being a high-quality teacher. Being Economics an evolving field, skills used to teach advanced undergraduate and graduate levels become obsolete quickly. Therefore, to ensure that classes are at the “cutting edge”, I intend to continue my research and to explore new areas of analysis.