

## Teaching Statement

During my undergraduate and graduate years, I have been fortunate to gain experience and develop my own approach on teaching by playing multiple roles for undergraduate courses in introductory economics, principles of micro and macroeconomics, econometric, and money and banking.

My objective in teaching economics in general, and principles of macroeconomics and money and banking in particular, has been to help students develop new analytical tools that deepen their understanding of real-world economic phenomena. In other words, my goal is to show the students are learning in class have direct implications on their daily lives. With this objective in mind, I believe the best way of introducing a new economic concept is to start classes with a real-world example or question. In general, my classes start with graphs or charts that motivate the discussion of the economic phenomenon to be studied. In this way, students are involved in reasoning about the causes and consequences of the economic phenomenon being studied. Once students are engaged in identifying the economic phenomenon, I begin the discussion of course material by presenting the conceptual framework required to understand the phenomenon. The second step is to have students apply the conceptual framework through in-class activities and quizzes, and the final step is to instill students' curiosity by presenting alternative scenarios for the phenomenon in discussion. These three steps, which are concept, application, and critical thinking, are the pillars of what I consider successful teaching.

First, as a teaching assistant for principles of microeconomics and later as an instructor for principles of macroeconomics courses, I came to appreciate the different learning styles of my students. These distinct learning styles, in general, are conditioned to students' career choices and backgrounds. Some students, for instance, understand concepts numerically while others understand concepts visually. Hence, the process of presenting the economic conceptual framework has to consider multiple learning styles. Thankfully, economics allows me to satisfy both sides. When presenting concepts, particularly in principles classes, I provide graphical

representations that explain the phenomena that motivated our initial discussion. Once I finalize this process, I provide numerical examples that synthesize the underlying concept. By doing so, I can address multiple learning styles, engaging students in the material. Engaging students into fruitful discussions of economics problems is important. Nevertheless, a good college teacher, in my view, has to account for the multiplicity of learning styles, particularly in introductory classes where students' backgrounds range substantially.

Second, I am a firm believer that there is no knowledge without application. As a consequence, all my classes have an application component. As an instructor for principles of macroeconomics, the application component of the course comes in the form of weekly quizzes, answers to which are discussed in class. In this way, I am verifying that students have a solid grasp of the material before the midterms and final. In addition, the students find the weekly discussions of quiz questions very useful as they can see the logic of answers being presented on a step-by-step basis. For money and banking, students not only have weekly quizzes in the same format as in principles of macroeconomics but they also have to submit one-page summaries of assigned readings on a biweekly basis. My main goal in assigning and discussing readings and summaries is to guarantee that students not only understand economic phenomena but also that they are able to communicate and apply coherently what they know.

Understanding and applying economic concepts are necessary but not sufficient conditions for successful learning. The result of these two components has to be critical thinking because questioning and scrutinizing the *status quo* strengthens a deeper analysis. For principles of macroeconomics, once I see that students understand the reasoning behind a particular answer, I change the assumptions of the question, encouraging a discussion of how this change leads (or not) to a different answer. For principles of macroeconomics, for instance, I analyze and apply the Solow model of economic growth by using a software (Wolfram Alpha) where students can adjust the parameters of the model. For money and banking, I require students to include a paragraph *critique* of the assigned readings in their biweekly summaries. During the

assigned day, I try including students' points on our discussion. My goal is to create an intellectually stimulating environment that prepares students for future analytical work.

I am confident that my experience in a variety of different roles has prepared me to meet the challenges of teaching.

### Overview of Teaching Evaluations

Below is a summary of the teaching evaluations for selected sections I have taught at Clemson University. I have taught in-person and online modalities over the past year. Each table presents average scores for my class, the Department of Economics, the College of Business, and Clemson University.

Fall 2021				
Question	Class	Department	College	University
The instructor clearly communicated what I was expected to learn.	4.65	4.13	4.33	4.13
The instructor made the relevance of the course material clear.	4.57	4.21	4.38	4.33
The course was well-organized	4.28	4.02	4.21	4.14
There was a positive interaction between the class and the instructor	4.61	4.19	4.33	4.32
The instructor's teaching methods helped me understand the course material	4.20	3.71	4.00	4.00

### Sample Student Comments

"Krishna is very engaging with the class, is tireless with examples and making sure the class understands the material, and is extremely friendly in general. I am extremely impressed by his ability to teach such a conceptual class so successfully in his second language, I have to praise him for that."

“This instructor was very good with communication and he was also very understanding. He was very kind regarding any and all questions that I asked. He also was very good at answering questions in class along with repeating what he had previously said or wrote on the board.”

“I really liked how he explained constant examples on the whiteboard in class and went through different scenarios to make sure we had a grasp on the concept. He would release study guides, and go over them before the exam, explaining how the correct answers were chosen, which I found absolutely invaluable in helping me perform better on the exams themselves.”

“Krishna is everything you could want in a college professor: friendly, approachable, fair, knowledgeable, and thorough.”

“The instructor was very knowledgeable in the course topic and clearly knew what he was talking about. If a student didn’t understand a problem or concept, he would go over extra examples in order to help them and also others that might have not understood it either.”

<b>Fall 2022</b>				
<b>Question</b>	<b>Class</b>	<b>Department</b>	<b>College</b>	<b>University</b>
The instructor clearly communicated what I was expected to learn.	4.84	4.13	4.33	4.13
The instructor made the relevance of the course material clear.	4.78	4.21	4.38	4.33
The course was well-organized	4.51	4.02	4.21	4.14
There was a positive interaction between the class and the instructor	4.96	4.19	4.33	4.32
The instructor’s teaching methods helped me understand the course material	4.57	3.71	4.00	4.00

#### **Sample Student Comments**

“Krishna did a very good job teaching this course. I believe his strengths lie with his teaching method of constantly reviewing material we needed to know for the test and not moving on

with the course until everyone understood what they needed to. This consistency and emphasis on important topics before changing subjects helped student learn the basic necessary information needed to understand more complicated course materials in the future. Lastly, Krishna kept a very light atmosphere in the classroom, making jokes during lectures or telling funny stories that were relevant to course topics. This made coming to class fun and made the course material engaging. It also created an environment where students weren't afraid to ask Krishna questions when they were confused, which not only helps them, but other students as well. I think this environment that Krishna created where students can freely ask question is extremely rare, and I am happy I took this course because I know I gained more from this course because students could ask as many questions as they wanted, knowing Krishna was also willing to answer them in depth."

"Sharma is a PHENOMENAL professor! Spoke so clearly about what was on the exams and taught so well. He truly cares about us as students and knows the material that he teaches. I absolutely loved his class and I wish I could have him again. Amazing teacher and just an amazing person. So intentional with learning the names of students that come to class which no other professor does."

"Sharma does a great job in giving examples and visuals that show how all the material that we are learning relates directly to what is going on in the world or past events. He is very personable, funny, and it is very obvious that macro is something that he is very passionate about. He tells you exactly what you need to know for the tests and his quizzes are great ways to know what you need to know and what you have a good grasp on."

"Krishna was always very involved and knowledgeable about the material he was teaching, he overall made the class interesting and engaging with current events that he tied in. One of my favorite instructors this semester."

"Sharma, you are an exceptional professor, you truly care about your students and have a passion for the material. Your class was always the highlight of my day and your teaching inspired me to learn more about the material outside of the classroom."

<b>Spring 2022</b>				
<b>Question</b>	Class	Department	College	University
The instructor clearly communicated what I was expected to learn.	4.69	4.24	4.32	4.34
The instructor made the relevance of the course material clear.	4.70	4.27	4.36	4.37
The course was well-organized	4.59	4.02	4.21	4.19
There was a positive interaction between the class and the instructor	4.76	4.24	4.30	4.36
The instructor's teaching methods helped me understand the course material	4.45	3.83	4.00	4.08

#### **Sample Student Comments**

"Krishna's strengths are that he is really passionate about macroeconomics, and it shows when he is teaching. His class is very well-organized, and I think that the material is interesting and that he does a good job explaining it. I appreciate how he explains things in his own words and relates it back to what's going on in the real world, rather than just reading off the slides."

"Krishna Sharma is a phenomenal professor. I absolutely loved my experience with him. I took microeconomics last year and still find some of the concepts slightly challenging to grasp. After taking macroeconomics with Sharma, I have a more complete understanding of how the economy works as a whole. I am so glad I took Sharma this semester. It is easy for students to understand and grasp his love for economics. I would highly recommend this professor to future students."

"He very clearly tells you what you will need to learn and what is important to know. If he explains things too quickly once he will go back and reexplain it. Everything he teaches is interwoven and he begins at a good point so that it all build on each past thing. That being said, he also does a good job of making sure you understand something before moving on to the next advancement."

“The instructor was definitely enthusiastic and knowledgeable about the subject.”

“He is a very kind professor who enjoys his class and his students. You can really tell that he cares about what he is teaching and wants you to understand why it is so interesting. And where some professors really enjoy the topic but cannot teach it, Krishna can. He makes sure to give great examples and really teach the material well.”

<b>Summer 2023</b>				
<b>Question</b>	<b>Class</b>	<b>Department</b>	<b>College</b>	<b>University</b>
The instructor clearly communicated what I was expected to learn.	4.86	4.59	4.37	4.44
The instructor made the relevance of the course material clear.	4.71	4.63	4.40	4.48
The course was well-organized	4.86	4.46	4.26	4.30
There was a positive interaction between the class and the instructor	4.76	4.24	4.30	4.36
The instructor’s teaching methods helped me understand the course material	4.71	4.55	4.37	4.46

#### **Sample Student Comments**

“I loved how this course was organized. It was very helpful to have a practice quiz along with the note slides and lecture videos because it gave a hint to what types of questions would be on the exams and quizzes. I felt very prepared going into the graded assignments because of all of the resources offered.”

“Professor Sharma was very thorough in his notes and explanations. Although the class was completely asynchronous I rarely had to look outside the files for needed information. He was also very attentive to his email if I ever did have a question.”

“He’s very easy to communicate with and helpful with explaining things and issues. It was really easy to understand how the material was separated and was taught in a logical way because you could see how it all builds on each other. Krishna provided a lot of material to help us understand everything.”

“I would absolutely recommend this instructor because of the organization in the course and all of the resources available.”

“I thought he was very well organized and clearly communicated what was expected.”