



Sam Houston State University

A Member of The Texas State University System

Economics and International Business

Statement of Teaching Philosophy

Anna Miromanova

Sam Houston State University

My goal as a teacher is to inspire learning, awaken students' curiosity and thirst for knowledge, deepen their understanding of real-world phenomena, and encourage critical thinking and development of their own ideas.

I believe that my role as a teacher is to guide the students to knowledge, rather than give them answers. Even in theory-heavy courses, I bring as many real-world examples into the classroom as possible to spark my students' curiosity and keep them engaged, which is one of my strongest points as an instructor, and something that students frequently positively comment on in their student evaluations. A big focus of my classes is the connection between the classroom material and the real-world economic phenomena they observe daily. For example, we frequently discuss systemic issues such as inequality, environmental issues, workers' rights, and cyclicity of government debt. Students enjoy learning about relevant issues like fast fashion, ineffectiveness of the recycling system, and government spending on public goods, which allows them to then easier build these concepts into theoretical frameworks we discuss in the classroom.

There are so many wonderful resources for economics educators these days, which makes it easy to bring real-world connections to the classroom. I frequently use NPR planet money for educators, which is an online resource that provides short clips of NPR planet money podcasts on a variety of topics, such as public goods, market failure, and inflation, and Jadrian Wooten's Wootenomics collection of pop-culture references to economics concepts. I also rely on documentaries from Frontline and Deutsche Welle, as well as newspaper (New York Times) and magazine articles (The Economist and Wall Street Journal), as well as pop-culture references. For example, when I teach present and future value formulas and concepts of compounding and discounting, I show my students a very short clip from the show Futurama, in which Fry finds out that after 1000 years of being frozen in a cryochamber, his 93 cents turned into 4.3 billion dollars under 2.25 percent interest rates. This example always seems to raise students' spirits, as it introduces a fun and yet educational break to their experience. I always provide worksheets with questions to promote discussion, as well as help students to pinpoint the most crucial bits of information. We then discuss these articles all together as a class, making sure to highlight the connections between the real-world examples and the class material. I find that this teaching technique is very effective in helping students develop critical thinking, as well as economic intuition. It also ensures that students are learning without falling into the trap of relying on

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memorizing formulas and facts. Rather, they learn to understand what they are doing and why, which promotes better understanding of the underlying theoretical and mathematical concepts.

One of my highest priorities as an instructor is to foster an accommodating learning environment for all my students. First and foremost, I emphasize that all questions are worth asking, no matter how basic they seem. Second, I connect the new information to our past material in a variety of ways including mathematical, graphical, and descriptive methods. This helps accommodate different types of learners and keeps all students engaged. Third, I make a point to repeat the most challenging parts of the material several times throughout each class. Fourth, I allow the students to apply their knowledge through mathematical problems or economic text analysis. I believe that it is one of the best ways to promote a deep understanding of the subject. Finally, I heavily rely on storytelling in my classes, as pedagogical research suggests that having a connected narrative for the material is helpful to students' understanding of the new material. Storytelling allows students to stay engaged with the material longer and conceptualize real-world connections easier.

As an educator, I am motivated by empathy for my students: I strive to understand what the best outcomes for them would be and I try to keep that at heart. My approach to teaching has been informed by my experiences of being an international student and teaching a variety of subjects, including English as a second language (ESL) in various settings. Students are first and foremost individuals, who often juggle studies, work, personal relationships, adjustment of being far from home and a familiar circle of people, and many other hardships. So, it is important to be accommodating, fair, and encouraging to help them succeed academically. At Sam Houston, the student population is very diverse and includes many first-generation students, older students, veterans, and international students. I do my best to get to know my students, to be open with them about my own challenges as a student in the past, and to provide resources, including on my own time outside of class and office hours. My core values are kindness, patience, respect, fairness, and openness with my students.

It is very important to me to grow as an instructor, which is why I participate in various teaching trainings and conferences. For example, I participate annually in the Faculty Development Day for Digital Education organized by Texas State University System (TSUS), and I completed the 2021 Teacher Training Program hosted by the Academy of Economics and Finance (AEF) Teacher Training Program. Finally, I got certified to teach online courses at SHSU by completing its Online Course Redesign and Faculty Certification Program in 2021. Finally, to improve my teaching, I rely on student feedback, as it provides a great opportunity for professional growth and development. I frequently elicit my students' feedback and attempt to show them that their academic success is my top priority. I strongly believe this promotes trust

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between us. Every week, I ask them to write down three things they understood well and three things they struggled with. During the following lecture, I make sure to go over the issues that most students struggled with, and I provide a worksheet that we complete together as a class.

As a graduate student at the University of Oregon, I received the Outstanding

During the two years at Sam Houston State University, I have served as an independent instructor twelve times. The courses that I have taught include principles of macroeconomic theory and a field course in international trade. I am currently developing a new course at SHSU, ECON 3344: Contemporary Issues in International Economics, which I am very excited about. I am planning to bring in the intersection of history of economic thought, trade theory, and business ethics to engage students in meaningful discussion on important issues like fast fashion and workers' rights violations, international trade and its impacts on recycling, economic sanctions and how they affect consumers' welfare, prices, international trade, and health outcomes. Additionally, as a graduate student at University of Oregon I served as an instructor of record six times and taught courses on intermediate microeconomic theory, macroeconomic theory, and international trade.

The class sizes have ranged from a close-knit group of thirteen students to lecture halls of as many as ninety students. I also have gained experience in teaching different class modalities: traditional face-to-face classroom, hybrid courses, and fully online classes. Finally, I am lending my teaching expertise by being a member of the University Teaching Excellence Committee, which is tasked with selecting the best educator at SHSU every year and on the College of Business Administration (COBA) Curriculum Committee, which is tasked with keeping curriculum of the college in compliance with the highest educational standards and development of new courses on financial literacy and wealth management.

My student evaluations at SHSU and University of Oregon have been higher than the department average for every course that I have taught, and my students have praised my lecturing style. They note that they appreciate my teaching style, welcoming atmosphere in the classroom, abundance of practice materials, prompt feedback on their assignments, and clear and well-structured Learning Management System for my courses. I was recognized by several graduating students as an instructor who made a significant difference in their academic career, confirmed by the letters from the University Provost.

My broad teaching experience makes me qualified to teach a wide range of subjects and I would be excited for the opportunity to develop new courses. To me, teaching is a very rewarding process, and I am looking forward to refining my pedagogy by learning new techniques and approaches from my future colleagues and students.

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