

I enjoy teaching. So I worked to become an outstanding TA. During my first time TAing, I did not quite live up to my standards. Nevertheless, I later won a TA Excellence award from the economics department. After years of TAing and preparatory coursework, I was ready to be an Instructor. I taught an intro-level course, *Principles of Macroeconomics*, and an upper-level elective, *Applied Econometrics & Data Analysis*. I found the experiences at times exhausting and thrilling. The students were pleased too: my approval ratings were 95% and 100%, respectively.

I want my classes to be transformative for all students. Therefore, I dedicated time to my pedagogical improvement. I completed coursework with the *Teaching + Learning Commons* and solicited feedback from students and a teaching consultant. As a TA, I took the “Teach to Help Students Learn” and “Build an Inclusive & Supportive Learning Community” workshops to improve my teaching strategies. I enrolled in *Intro to College Teaching* and a “Course Design Series” of workshops to design lectures, write a syllabus, and prepare as an Instructor. The courses improved my teaching and helped prepare me for a career in education.

I set clear expectations for students from the first lecture and in the syllabus. This promotes the best learning and teaching environment. One Principles of Macroeconomics student said, “The way this course is outlined sets all the students on the right track to succeed. Overall, Professor Redpath is a great professor.”

With expectations set, I can focus on introducing economic frameworks and applying them to familiar settings. The application of course material facilitates a more profound understanding than rote memorization; hence application underpins my teaching strategy.

For introductory classes, students apply course material by taking an abstract concept and connecting it to a lived experience. I believe sparking interest and creating connections between the course material and students’ experiences is essential. I do this in two ways. First, we read a range of news articles and dissect them in class with, for example, supply and demand graphs. This often leads to a lively discussion. Second, I ask students to write short reflections where they explain something using the economic tools from class. This strategy also fosters inclusion. The textbook or I may not anticipate students’ economic insights in a new context. However, students can still reflect on their experiences and share them. These reflections also help me tailor the course to the student body.

I intend to engage students with the articles and reflections, show them the breadth of economics, and allow them to discover economics in their personal lives. I hope this encourages a broader class of students to appreciate and major in economics. One Principles of Macroeconomics student said, “he is actually great at teaching and even made the class interesting especially with the weekly readings. Definitely would take another economics class with him.”

For upper-level electives, I assume students’ curiosity, and I ask students to answer an empirical research question. I believe educators must do students justice by equipping them with advanced skills and knowledge they can use in their future pursuits. These courses should challenge students to engage with problems using core economic reasoning while developing specialized problem-solving toolkits. For my Applied Econometrics class, students quickly became proficient in R with problem sets that replicated academic papers and interpreted their results. One Applied Econometrics student said, “This course definitely will build your R skill. If you are interested in R and want to learn something, just take this class.”

We also read and discussed academic papers from a diverse group of authors. The articles depict standard methods from class applied to new settings. I also selected articles to which they can relate. For example, one article we read in a Chinese context finally gave some international students that “ah ha” moment of understanding because they no longer lacked implicit contextual information.

I want to develop and teach similar applied econometrics courses tailored to the specific student body and curriculum. Applied econometrics is exciting to teach, valuable in academia and industry, and exactly the class I yearned for as an undergraduate. It also lends itself to empirical research. As a teaching assistant and instructor for applied econometrics, I sometimes acted as an informal advisor on undergraduate research projects. Advising students on their research projects is perhaps the greatest joy of teaching. I want to advise students on their research projects formally. Leading a practicum, advising honors theses, or teaching a project-based course would be particularly rewarding.

Teaching has downsides too. The worst part of teaching is reckoning with academic integrity violations. I do not expect students to cheat, and I clearly define what is permissible and what is not. I am deeply disappointed when it happens. However, duty requires reporting academic violations, and I hope processing those violations is still a learning opportunity.

I am committed to teaching. My experiences as an Instructor of Record, student evaluations, TA Excellence award, and pedagogy coursework demonstrate this commitment. They also confirm that I teach well. I worked to become a good teacher and will continue to do so as I continue to train and advise students in economics. Students wrote encouraging feedback while anonymously evaluating me and the course, which I share below.

Teaching Experience at UC San Diego

Instructor of Record

ECON 121	Applied Econometrics & Data Analysis	Summer 2022
ECON 3	Principles of Macroeconomics	Summer 2021

Teaching Assistant

ECON 121	Applied Econometrics & Data Analysis	Vogl	Fall 2021, Spring 2021, Winter 2020
ECON 120C	Econometrics	Wüthrich	Winter 2022
ECON 120A	Econometrics	Candido	Fall 2018
ECON 110A	Macroeconomics	Rondina	Spring 2019
ECON 3	Principles of Macroeconomics	Howden	Summer 2020
ECON 172B	Operations Research	Newhouse/Berg	Spring 2022, Winter 2021
ECON 172A	Operations Research	Newhouse	Fall 2019, Winter 2019
ECON 171	Decision Under Uncertainty	Newhouse	Fall 2020

Student Evaluations from Principles of Macroeconomics

Course will be helpful in your life, especially if you want some economic background to talk politics, know how well you're doing financially, etc..

Professor Redpath is responsible and nice. He responded email really quick and when I have confusion with the assignment, he emailed me and give me clear instruction. I strongly recommend students who take Econ 3 get enroll in his class.

In the beginning, I could see he was a little nervous or just inexperienced, but he was eager for feedbacks and I actually do think some positive changes were made. The last few lectures were more concise and course-material-efficient than the prior ones. He knows alot and often shows real-world example, which sometimes are excessive, but overall decent.

Very clear and easy to understand. Seeing he was a PHD had me worried at first but he is actually great at teaching and even made the class interesting especially with the weekly readings. Definitely would take another economics class with him.

Professor Redpath is a great guy and his class is very informative. The way this course is outlined sets all the students on the right track to succeed. Overall, Professor Redpath is a great professor.

Prof Connor is such a lovely person, he is always smiling and ready to help. I LOVE THIS GUY!

Professor Redpath is very good at teaching and I could see that he tries to make the class interesting and he is passion about economics. I really appreciate him and I feel sorry for that not many people are attending his lecture. I want to tell him that his class is definitely interesting and the reason why people don't attend is that the time zone difference .

He seems like a great person overall. He is very enthusiastic about economics which is something one should look for in their professor!

Student Evaluations from Applied Econometrics & Data Analysis

I have learned more in this class than almost any other ECON class at UCSD

refreshing to do apply econ knowledge to real datasets using r! seems like it could be a very helpful skill to have when looking for jobs

This course definitely will build your R skill. If you are interested in R and want to learn something, just take this class.

Very knowledgeable and personable! Pre-written notes are helpful when trying to follow along to the lecture and the assignments definitely promote learning. He is very approachable and always answers questions in a way that allows us to think for ourselves rather than straight up providing answers.

Connor explained the mathematical reasoning behind each of our topics well, but I would have also liked to see how to approach the problems from a more fundamental perspective.

Overall, he is an excellent professor. He prepared class well and answered piazza questions quickly. He knows class materials and always gives examples to help us understand the lecture.