

# Statement of Teaching

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*“Sow wheat for the year,  
Plant trees for the century,  
Educate and instruct people for life.”*

During my graduate school, I had a the opportunity to teach microeconomics undergraduate course and assist various professors in their graduate and undergraduate courses. I am interested to give courses that covers a wide range of fields from Mircoeconomics to Macroeconomics, but also more specific fields such us: Housing, Urban and Regional economics.

As a teacher, I aim to deliver knowledge that will help students master economic concepts, develop their economic intuition, and their analytical abilities to better understand the complexity of the world where we live, and give them set of tools to be successful in the job market. Teaching provides me a tremendous opportunity to share my passion of economics and its impact on a daily life, since economics is “a study of man in the ordinary business of life” (A. Marshall, 1890). I consider that teaching is not only about delivering knowledge to students, but also about helping students construct knowledge for themselves. Despite differences in students’ ability, learning style and knowledge level, I go beyond traditional lecture methods by addressing the diversity of the students. To achieve my goals, here are my main strategies:

First, get them interested. To support student learning and achievement, I try to use at my best Evidence Based Learning (EBL). Before starting any topic, I spend time brainstorming with students to assess their understanding and hook them up to the importance of spending their time for my course. Before I move formally to my slides, I prefer to introduce smoothly the topic and bridge it to most basic questions and challenges that we face daily. During the course, I try to remain mobile and walk through the room while I am teaching, and keep an eye-contact with my students. I believe that this step of getting student interested is important since it might have an impact on the time and energy that students will spend for the course. Some concepts require formal analysis and mathematical techniques, which some students often find difficult to assimilate. To help my students, I focus more on the intuition and use graphics and illustrations to ease the understanding.

Second, get them learn. One you are interested on a given topic and you see concretely why it is important, now it is time to learn more about it. For this part, I interact often with students and

let students interact with others to stimulate their curiosity and develop their confidence. For instance, if someone asks a question, before I respond, I let other students respond and guide them gradually to the correct response. We often see what we don't understand by trying to explain it to someone else. Thus, by explaining concepts, we learn better and develop a strong analytical skills and objective arguments.

Third, make them successful. My goal is that student understand and master the content of the course, but also be successful in the their grades. I use different strategies and practices that help to involve not only the engaged students, but also the most disengaged. In addition, I always provide students with a comprehensive course syllabus that contains all materials, and useful information. As in any field or domain, exercising and practicing is crucial to achieve our goals. Therefore, I make student work through the whole semester by giving them a large set of problems and questions to resolve for each chapter I cover. Often, I go through the answer sheet and spend more time solving important questions, but I always make the solutions available online. I am always available for questions before and after class, and often outside my office hours.

Finally, I find teaching rewarding, inspiring and helps me to learn from my students as well. I often request feedback from my students which help to improve my teaching philosophy along with other skills. A detailed french version of my teaching assessment is available upon request, but you can find below a summary of my evaluation:

Table 1: Summary of Evaluation

Session	Course	Students (#)	Responded (%)	Interaction	Pedagogical skills	Learning	Organisation and clarity
2017-3	ECO1300-020	64	31%	2,8	2,79	2,85	3,01
2017-1	ECO1300-042	51	25%	2,62	2,54	2,61	2,57
2016-3	ECO1300-002	50	36%	3,39	3,41	3,38	3,45
2016-1	ECO1300-040	46	17%	3,25	3,45	3,5	3,53

Notes: Students are asked to evaluate online their teachers after the midterm exam. Maximum note is 4