

Darwynn Deyo – Statement of Teaching Philosophy

I approach my classroom with the goal of making economics intellectually engaging for both undergraduate and graduate students. I emphasize teaching economics within a holistic framework and support the development of students' analytical skills. I focus on student understanding of key microeconomic topics such as trade-offs, the role of incentives, and how production and exchange is coordinated. My two pedagogical research papers are also geared at making economics more interesting to undergraduate students. These papers integrate Jane Austen with Adam Smith and Harry Potter with the principles of microeconomics. I am particularly interested in teaching courses on labor economics and health economics. I have also developed a course on Nobel Laureate economic thought which builds on standard history of economic thought courses.

My instruction method is a mix of traditional lectures and student discussion. I use interactive games and relevant videos to accommodate different learning styles, and I expect even undergraduate students to read certain scholarly articles in order to facilitate academic development. Although some students initially find these articles to be a challenge, as the semester progresses I have seen them become more engaged in analyzing the central themes. These articles also benefit students by introducing them to the history of ideas in economics.

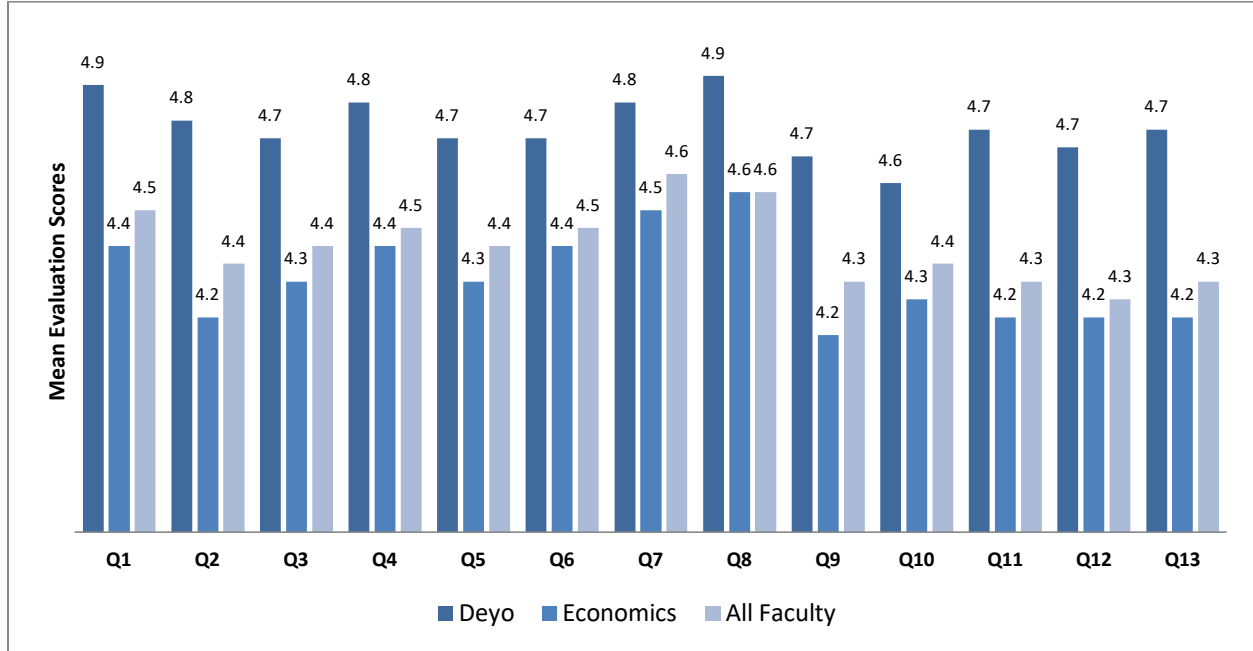
I set clear expectations throughout the semester in order to provide students with the best opportunity for success. To this end, on the first day of class I conduct an ungraded assessment quiz to inform students of the baseline skills they will need for the class. In addition to standard lectures, I conduct homework days where students present answers to homework questions in class. Homework days engage students and emphasize critical learning skills, and student feedback on these exercises has been overwhelmingly positive. I also run a sequence of research workshops in my classes where students practice writing skills, develop editing skills, and analyze data in a structured environment.

My preferred assignments are practical homework and writing assignments. In addition, students must complete a term paper which includes original research and analysis. Students must submit a proposal on a research topic, develop a first draft, and learn to edit before the final draft is submitted. I have seen students' writing improve dramatically over the course of the semester as they practice these techniques. The most important skills are those which can be applied beyond the classroom, including research, writing, and analytical thinking. Graduate students are also expected to write referee reports and case studies based on the content of the course. Students at all levels are expected to give short presentations on their work at the end of the semester, which is the first time many of them have done any public speaking at all.

My goal is for students to understand the economic way of thinking, even if they do not go on to become professional economists. Making economics both interesting and challenging encourages student learning while also being a positive and rewarding experience as an educator and as a mentor.

Summary of Teaching Effectiveness

The graph below displays my computed teaching effectiveness scores for each evaluation question at San José State University, along with scores for my department and university.



The table below illustrates the weighted averages for my teaching evaluations. In all cases, my mean evaluation scores exceeded the mean for my department and university.

Q#	Question Description	Deyo	Economics	All Faculty	Deyo Exceeds
1	Demonstrated relevance of the course content	4.9	4.4	4.5	x
2	Used assignments that enhanced learning	4.8	4.2	4.4	x
3	Summarized/emphasized important points	4.7	4.3	4.4	x
4	Was responsive to questions and comments from students	4.8	4.4	4.5	x
5	Established an atmosphere that facilitated learning	4.7	4.3	4.4	x
6	Was approachable for assistance	4.7	4.4	4.5	x
7	Was respectful of the diversity of students in this class	4.8	4.5	4.6	x
8	Showed strong interest in teaching this class	4.9	4.6	4.6	x
9	Used teaching methods that helped students learn important concepts	4.7	4.2	4.3	x
10	Used grading criteria that were clear	4.6	4.3	4.4	x
11	Helped students analyze complex/abstract ideas	4.7	4.2	4.3	x
12	Provided meaningful feedback about student work	4.7	4.2	4.3	x
13	Overall, this instructor's teaching was effective	4.7	4.2	4.3	x
<i>Responses (N)</i>		52	2,300	179,000	