

Darwyn Deyo – Teaching Statement

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 am particularly interested in teaching courses on law and health economics and the history of economic thought, for which I developed a course that is now part of my current Department's curriculum.

I have engaged in a high level of curricular innovation at San José State University by teaching seven unique courses in the Department. I have also completed two professional development courses on how to develop effective online classes. I completed both the California State University (CSU) Introduction to Teaching Online Using QLT, as well as my university's Teach Online Summer Certificate Program.

My instruction method is a mix of traditional lectures and student discussion. I include research term papers in my graduate upper division undergraduate courses and use a variety of assignments emphasizing in-class peer learning, as with my in-class homework sessions, Socratic seminars, and coding workshops. Students repeatedly reported the value of these assignments in evaluations. My pedagogical research papers are also geared at making economics more accessible and engaging to undergraduate students.

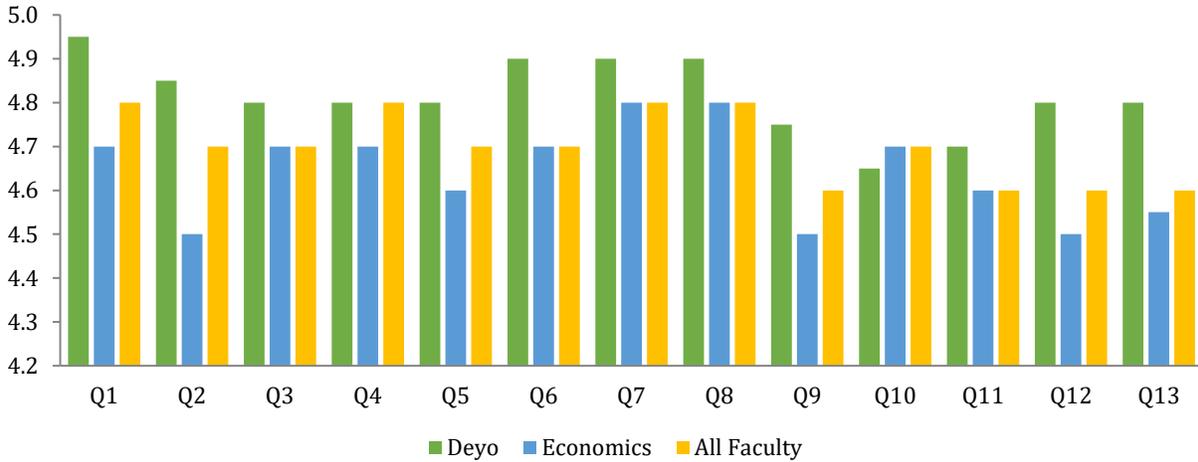
I set clear expectations throughout the semester in order to provide students with the best opportunity for success. In addition to lectures, I conduct homework days where students present answers to homework questions in class. Homework days engage students and emphasize critical learning skills, and student feedback on these exercises has been overwhelmingly positive. I also run a sequence of workshops in my classes where students practice writing skills and analyze data in a structured environment.

My preferred assignments are practical homework and writing assignments. In addition, students complete a term paper that includes original research and analysis. Students first submit a proposal on a research topic, develop a first draft, and learn to edit before the final draft is submitted. Graduate students also write referee reports and case studies based on the content of the course. Students at all levels give presentations on their work at the end of the semester.

My goal is for students to understand the economic way of thinking. 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 median teaching evaluation scores for each question at San José State University, along with scores for my department and university.



The table below displays my median SOTEs at San José State University beside the median SOTEs for the Department of Economics and the University between Fall 2017 and Spring 2022.

Q#	Question Description	Deyo	Department	University
1	Demonstrated relevance of the course content	5.0	4.7	4.8
2	Used assignments that enhanced learning	4.9	4.5	4.7
3	Summarized/emphasized important points	4.8	4.7	4.7
4	Was responsive to questions and comments from students	4.8	4.7	4.8
5	Established an atmosphere that facilitated learning	4.8	4.6	4.7
6	Was approachable for assistance	4.9	4.7	4.7
7	Was respectful of the diversity of students in this class	4.9	4.8	4.8
8	Showed strong interest in teaching this class	4.9	4.8	4.8
9	Used teaching methods that helped students learn important concepts	4.8	4.5	4.6
10	Used grading criteria that were clear	4.7	4.7	4.7
11	Helped students analyze complex/abstract ideas	4.7	4.6	4.6
12	Provided meaningful feedback about student work	4.8	4.5	4.6
13	Overall, this instructor's teaching was effective	4.8	4.6	4.6
<i>Responses (N)</i>		181	8,697	672,000