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Teaching Philosophy

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There are three principles which guide my undergraduate pedagogy: First, I attempt to make economics **relatable** by explaining the subject beyond the classroom, enabling students to recognize the way economics impacts their daily lives, their collective history, and their future ambitions. Second, I use different teaching approaches to **engage** students; incorporating videos, group discussions, experiments, contests, projects, selective texts, as well as lectures. Finally, I **dedicate** myself to teaching as a distinct craft from the discipline of economics, making myself available, believing in each student, and supporting their achievement.

Regarding relatability, I develop each course to include material beyond that found in textbooks. Even the most up-to-date textbooks benefit from the inclusion of current events, tangible examples from the students' lives, inclusion in the academic process, and case studies which cover topics germane to undergraduates. My macroeconomic course, which covers the history of macroeconomic thought, for example, includes the latest on tariffs, the recent housing collapse, the effect of the 2019 government shutdown, and the labor market that will meet students upon graduation. A microeconomic lesson on opportunity costs singles out a student who willingly volunteers the tough choice between coming to school and perhaps working at their parent's real estate development company, entering the armed-forces, or vlogging. Furthermore, my own research touches on various topics for which I have designed the curricula. I have found that students appreciate the scientific process when I explain how a classroom topic inspired a contribution to scholarship. Finally, an econometric discussion on interaction terms explains how the likelihood of dating is a function of one's good looks, but that the function changes in the presence of good or bad hygiene.

Engaging students requires a diverse set of ideas and approaches to be incorporated in the learning process. Across my teaching curriculum, I rely on the material found in textbooks, setting clear learning objectives, carefully curated problem sets, periodic quizzes/examinations, mid-course surveys, and research projects. These tools are a fundamental source of information for both the students and myself. In addition, they serve as a feedback mechanism, revealing margins where I am effective or weak. As there are different types of students in my class with different backgrounds and cognitive preferences, I further engage my students with iterations of the subject, video, group discussion, contests, and incentives. To illustrate just a few examples, my microeconomics course, alongside weekly textbook readings, has a series of complementary online videos which further explain subjects like the elasticity of demand. Similarly engaging, my macroeconomics course includes a design to divide students across competing business cycle theories. The groups compete, as they present key disagreements that exist among the scholars. In addition, I offer students a chance at redemption in econometrics, as some undergraduate students struggle with the math presented in the first half of the semester. Towards the end of the semester, students get an opportunity to do their own applied research. An opportunity to write, program, and explain how their econometric model works can help a student connect with a once frustrating subject.

I have two teachers in my immediate family. **Their experience and mine have helped me recognize that, distinct from my scholarly work as an economist, teaching is its own discipline, and I am dedicated to being excellent toward that end.** I continually revise course content to help students reach well defined learning objectives. Apart from class time, I make time to listen to students, council them on the subject, and assist beyond the classroom. I seek out my peers, both in the department and in the pedagogical literature, for advice and guidance. For example, I attended a teaching workshop to explore how to bring economic experiments into the classroom. Now, I include interactive workshops on trade, markets, market failures and basic game theory. I attend conferences on teaching separate from those on economics and am excited about 2019's ASCD meeting. Last year, I was able to sit down with an attendee from Blackboard.com to learn how to better integrate blackboard into my classroom. Finally, in addition to all of the teaching essentials, I always bring contagious enthusiasm to the class. I think you will find that my student evaluations speak to my entire teaching philosophy, but particularly to this last practice.