

## Teaching Statement

Christensen and Demski (2003) state that “accounting uses the language and algebra of valuation to convey information.” As such, my overall teaching philosophy is to make students *understand* the properties of this language and *why* it is structured in the way that it is. My goal is to have my teaching buttress the way I think about research, and vice-versa.

### Relevant Experience

As a PhD student at Rice University, I was given the opportunity to teach the primary undergraduate financial accounting course in the summer of 2017. I was responsible for all aspects of the course including, but not limited to, giving lectures, writing/grading exams, writing all teaching material, and holding office hours. The goal of the course was to train students in accounting terminology and methods, and to provide them with sufficient understanding of the basic concepts related to financial reporting. I sought to teach students to apply the concepts learned in the course to distinct situations in the real world, and enable them to analyze, interpret, and evaluate actual financial statements.

Substantively, my course covered financial statement analysis, accounting for receivables, inventories, tangible and intangible fixed assets (including depreciation, amortization, and depletion), short term liabilities, and long-term liabilities (including bonds and long-term leases), marketable securities, long-term investments in securities and consolidated statements, and shareholders equity. In course and instructor evaluations, on a scale of 1 to 5 with 1 being the best and 5 being the worst, the course was rated a 2.2 and my instructor responsibility was rated a 1.6.

As this was my first experience teaching in higher education, I see much room for improvement and am eager for another teaching opportunity. I have actively sought out opportunities to improve my teaching as such. For example, I have attended seminars given by the Center for Teaching Excellence at Rice, which have greatly impacted my future teaching approach.

### Lecture/Classroom Approach

As germane information is so readily accessible online, I believe accounting educators must focus on the *marginal* benefit that their lectures can provide students. As such, rather than rely on the traditional lecture format, in future lecture settings, I will seek to incorporate interactive lecturing, which is a model for combining lectures and active learning techniques in a way that can engage students and improve their learning. For instance, if I am giving a lecture on financial accounting, I would utilize a guess-and-confirm technique: for a given transaction, I would ask students to try and construct what they anticipate the relevant journal entry *should* be or how the firm should recognize the transaction in their financial statements. I think this will lead to a lively discussion on both mandated and alternative accounting rules and the information these standards seek to convey. I believe an interactive lecturing approach of this form will not only improve student engagement with the material, but it will also motivate new and richer models that would be of interest in my own research.

### Teaching Interests

Given my teaching background, I am qualified to teach financial or managerial accounting at any level, and these areas align closely with my research interests. I am open to opportunities for teaching other subjects.