






# Saharnaz Babaei-Balderlou

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## Statement of Teaching Effectiveness

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I am currently teaching Global Macroeconomics at the University of Wisconsin-La Crosse (Fall 2024). Prior to this, I taught at the University of South Carolina, where I led Introduction to Economics in Spring 2021 (Online), Spring 2022 (Face-to-Face), and Spring 2023 (Face-to-Face), as well as Principles of Microeconomics in Spring 2024. Throughout my teaching career, I have aimed to inspire a deep engagement with the subject matter while providing students with the tools they need to apply economic principles to real-world challenges. My effectiveness as an educator is evidenced by qualitative and quantitative feedback from students across multiple courses.

### Course Development and Adaptability

One of my significant achievements as an educator has been the development and delivery of several courses, including Introduction to Economics, Principles of Microeconomics and Global Macroeconomics courses. I carefully designed the syllabus, assessments, and materials to ensure a balance between theoretical foundations and real-world applications. Teaching during the COVID-19 pandemic demanded adaptability, and I successfully transitioned between online and in-person formats while maintaining student engagement. In my current role at UW-La Crosse, I continue to develop and enhance the Global Macroeconomics course, tailoring my approach to meet the needs of a new student demographic.

Additionally, I have incorporated innovative tools, such as AI-based platforms like ChatGPT, to complement traditional teaching methods. By guiding students in the responsible use of AI, I help them analyze economic data, generate ideas, and explore complex concepts, ensuring they are well-prepared for the evolving digital landscape.

### Student Feedback and Engagement

Feedback from my students highlights my ability to make complex economic concepts accessible and engaging. For example, in my Principles of Microeconomics course at the University of South Carolina in Spring 2024, I received highly positive evaluations with an instructor performance rating of 4.33/5. Students appreciated my clear communication, timely feedback, and interactive teaching style.

**Commitment to Diversity and Inclusion** Drawing on my research background in inequality and discrimination, I prioritize inclusivity in the classroom. I employ strategies like randomized group assignments, think-pair-share activities, and open discussions to ensure that all students feel their contributions are valued. This inclusive approach has been instrumental in creating an environment where diverse perspectives enhance learning.

**Continuous Growth and Reflection** I believe teaching is a dynamic process, and I continuously seek ways to improve my effectiveness. Regular feedback from students, coupled with self-reflection, informs how I adapt my teaching methods to meet their evolving needs. I also conduct mid-semester anonymous evaluations to gather input on how I can further enhance the learning experience.

### Quantitative Measures

My teaching evaluations provide a tangible measure of my effectiveness. For instance, in my "Introduction to Economics" course taught from 2021 to the present, the majority of students rated the course and my teaching

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methods highly. These evaluations, coupled with regular feedback, have been instrumental in my continual refinement of teaching methods to better serve student needs. At the end of this statement, I will provide summaries from my teaching evaluations for the courses where I have been the instructor and developed the course material myself. The full evaluations are accessible on my personal website. Teaching evaluations are not available for the courses where I served as the graduate teaching assistant. Teaching evaluations are conducted anonymously at the end of each semester at the University of South Carolina and students are asked to rate the instructor's performance.

## Spring 2021: ECON224 - Introduction to Economics

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This course held online through Blackboard. Blackboard is the learning management system at the University of South Carolina providing the suitable space to share the course materials with students and holding online sessions. Learning from my experience as a student in online classes previously, I used one platform for both teaching and sharing documents to avoid students' confusion through multiple platforms.

### Evaluation Statistics

Enrollment	Participation	Global Indicator (St.D.)	Instructor Performance (St.D.)
51 Students	60.78%	4.27 (0.85)	4.44 (0.72)

Notes: where 4 is satisfied and 5 is very satisfied.

### Selected Comments from Student Feedback

*"I think she did a great job. She was always available if needed and during exams she made herself available so if you needed help she could reference you to which slide would have the information you needed which was really nice."*

*"She always made herself available during class time, even if we didn't have a class that day."*

*"She appeared to be very knowledgeable about the subject."*

*"The professor can help me learn the content of economy very well, and the professor is very friendly and will help us solve problems very well."*

*"Her strength is explanations of material and exam structure. She did a really good job of communicating with students and making sure everyone was on the same page. anyone who says differently is the kind of student who just did not show up to class"*

*"she was very open to questions, one time when I needed to meet with her for a test she was more than willing to help, and I found my session one on one very useful and helpful."*

*"Her strength is staying on top of blackboard"*

*"strengths were the communication piece. There were not many weaknesses. Overall, I think the course would've just been better if it was in person, besides that it was great."*

## Spring 2022: ECON224 - Introduction to Economics

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This course held in-person through a class with the enrollment of 50 students. Following my online class, I kept the course materials through Blackboard to be accessible for my students.

### Evaluation Statistics

Enrollment	Participation	Global Indicator (St.D.)	Instructor Performance (St.D.)
50 Students	70%	3.73 (1.14)	4.00 (1.01)

Notes: where 4 is satisfied and 5 is very satisfied.

### Selected Comments from Student Feedback

*"I went into a lot more detail in the course evaluation that my teacher sent out for the individual class but I will summarize what I said in that one. This teacher was on time for all classes, was prepared with slides to teach, always helped out any student, and would go above and beyond to try and help us."*

*"She posted the notes and went over them thoroughly, which was greatly appreciated and if you had questions, she was quick to answer and explain in a way that was easier to understand."*

*"She provided good practice exams to help us prepare for this real exams."*

*"She was great at explaining and answering questions"*

*"Mrs. B is such a positive person, and she really cares about her students and wants us to succeed. She was always approachable to ask for help and always willing to understand and accommodate students' circumstances. She did a great job of using examples to break down concepts into simple terms."*

*"She is passionate about the course, thinks of new ways to explain things."*

*"She is very intelligent about economics and was clearly excited to teach the class. She worked to be available for office hours and to meet with students when possible to provide extra help."*

## Spring 2023: ECON224 - Introduction to Economics

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This course held in-person at 8:30-9:20 AM on Mondays, Wednesdays, Fridays with the enrollment of 12 students.

### Evaluation Statistics

Enrollment	Participation	Global Indicator (St.D.)	Instructor Performance (St.D.)
12 Students	66.67%	4.51 (0.97)	4.47 (1.08)

Notes: where 4 is satisfied and 5 is very satisfied.

### Selected Comments from Student Feedback

*"[She is] great speaker and assist us to understand a topic better if we have questions"*

*"[She is] knowledgeable on subject, interactive, quick in giving feedback, helpful"*

*"I liked the use of slides in the class it allowed for me to go along with the subject and have a visual understanding."*

## Spring 2024: ECON221 - Principles of Microeconomics

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This course held in-person at 5:30 - 6:45 PM on Mondays and Wednesday with the enrollment of 60 students.

### Evaluation Statistics

Enrollment	Participation	Global Indicator (St.D.)	Instructor Performance (St.D.)
16 Students	80%	4.17 (0.96)	4.39 (0.82)

Notes: where 4 is satisfied and 5 is very satisfied.

### Selected Comments from Student Feedback

*"She did a great job, with a class room that was completely full, and gave ample review times for assignments"*

*"[She] [c]learly understands the topics covered in class. Provides incredible feedback and notes to class. Provides lots of room of improvement with extra credit. Constant communication with students."*

*"[She] [e]xplain[s] and takes time if students have trouble understanding. [She] [s]hows eagerness to help students succeed and comprehend topics."*

*"Her lectures are very detailed and she interacts with the class, very great teaching style"*

*"My professor clearly knew the material, and was knowledgeable in that area. She was very helpful and kind to students who needed the assistance. My instructor was also very explicit with the course objective and material."*

*"...[She] is there for you to learn if you care."*

*"being on time and very knowledgeable about the subject matters"*