Teaching Statement
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“The mind is not a vessel that needs filling, but wood that needs igniting.” – Plutarch

Besides doing cutting edge research, I also strive to excel in teaching. Teaching is a perfect way to deepen my understanding of fields related to my research interests and to enhance my knowledge of other Economics fields.

I am open to teach various courses at both graduate and undergraduate levels. At the same time, I would be particularly interested in instructing courses in Mechanism Design, Market Design, Matching Theory, Auction Theory, Network Theory, Contract Theory, Social Choice Theory, Game Theory, and any Microeconomic Theory course at the graduate level.

At the undergraduate level, I would be interested in instructing courses in Microeconomic Theory, Game Theory, Mathematics for Economists, Industrial Organization, and Econometrics.

I am also qualified to teach online. At The Pennsylvania State University, I completed a course on “Effective Teaching Online” that gave me the necessary knowledge and the skills to succeed as an online instructor. My online teaching experience consists of being an instructor for an undergraduate course entitled “Introductory Microeconomic Analysis and Policy” (see description below).

The rest of my teaching statement is organized as follows. The next section describes my teaching philosophy. I then briefly outline my past teaching experience (all copies of original evaluation forms are attached). I also enclose a copy of the Outstanding Undergraduate Instructor Award and an open reference letter from Dr. Clair Smith, who supervised me at The Pennsylvania State University.

Teaching Philosophy

My teaching philosophy is based on four main principles.

1) **Awaken curiosity.** As the above quotation from Plutarch suggests, the best way to teach students is to make them interested in the subject of teaching. I firmly believe that only a curious mind can achieve its best in learning and understanding. To awaken the students’ curiosity is one of the main goals of a teacher. To awaken curiosity I use all my erudition to emphasize the value of the material and the knowledge it brings to society. In addition, I explain to students how they can use the course material and methods in other courses, in their careers, and in their lives.

2) **Set individual goals and transparent course structure.** From the start, I encourage students to understand what they want to achieve by the end of the course. Setting individual goals gives each student an opportunity to get his or her best from the course. One person’s goal may just be to get a passing grade, while another may aim to deeply understand a new concept. By keeping a transparent structure of the course, I aim to ensure that students understand how they need to perform during the course in order to achieve their goals.
3) Cultivate interaction. I believe that the only way for a teacher to keep students attentive and monitor their progress is by interacting with them. “Ask questions!” – I always tell my students at the first lecture. To enhance interaction, I treat each question very carefully. I also make sure I am available during regular office hours and, if needed, arrange additional meetings. Student–student interaction is also crucial for successful learning. When I was teaching Introductory Econometrics at Penn State, for example, during the exercise sessions the students solved problems in small groups. This occasion helped me to observe students acquiring a vast amount of knowledge by interacting with their peers. Weak students learned complicated material more easily and quickly when they listened to the explanations of other students. Strong students also deepened their understanding when they were exposed to the questions of their peers. Based on this experience, I now organize brief discussions during the lectures for small graduate courses. For large courses, I issue assignments that students can work on in small groups.

4) Encourage hard working and continuous learning. In my view, the only way to learn is through hard work with the course materials. Whether students read the course book or solve weekly problem sets, they need to work hard to master new knowledge and new techniques. I also firmly believe that learning should be throughout the course rather than be concentrated solely around the final exam. One or two mid-term exams, along with weekly assignments, help achieve continuity in learning. Moreover, continuous learning gives the teacher necessary feedback about students’ progress during the course.

Teaching Experience
During my academic career I have been an instructor for several courses, which are listed below in reverse chronological order.

Economic Foundations of Finance (University of Zurich, 2013)
- **Topics covered:** basic concepts of game theory, strategic and extensive form games, Nash equilibrium, elimination of dominated strategies, subgame perfect Nash equilibrium, Bayes-Nash Equilibrium, finance applications
- **Audience:** Master’s students majoring in banking and finance
- **Evaluations:** N/A
- **Notes:** co-taught the first half of the course with Jacob Goeree; Thorsten Hens taught the second half of the course

Mechanism Design (University of Zurich, 2013)
- **Topics covered:** Bayesian and dominant strategy implementation, envelope theorem, optimal auctions, geometric approach to mechanism design, multi-unit and combinatorial auctions, mechanism design with correlated types and interdependent values, voting, matching theory, financial market design
- **Course materials:** the course was mainly based on original articles
- **Audience:** Doctoral students
- **Evaluations:** 5.00/5.00
- **Notes:** co-taught with Jacob Goeree; seven students attended the course regularly; only two students were officially registered for the course
Microeconomics for Research Students (University of Zurich, 2011, 2012)

- **Topics covered**: fundamental topics of non-cooperative game theory, signaling and screening, principal-agent problem, cooperative game theory, elements of matching theory, elements of mechanism design
- **Audience**: Doctoral students
- **Evaluations**: 5.88/6.00 for 2011, 4.05/5.00 for 2012
- **Notes**: a part of a core sequence for PhD student in Department of Economics at University of Zurich; taught both lectures and exercise sections.

Introductory Microeconomic Analysis and Policy (The Pennsylvania State University, 2010)

- **Topics covered**: methods and tools of economic analysis, demand and supply, market equilibrium, elasticity, consumer choice, producer choice, general equilibrium, monopoly, public good provision, uncertainty and asymmetric information
- **Audience**: first year undergraduate students
- **Evaluations**: 5.62/7.00
- **Notes**: online course

Introductory Econometrics (The Pennsylvania State University, 2009)

- **Topics covered**: simple regression, multivariate linear regression, predictions and errors, hypothesis testing, heteroskedasticity, ordinary and generally least squares models, model selection, instruments, time series, forecasting, panel data
- **Audience**: fourth year undergraduate students
- **Evaluations**: 6.22/7.00
- **Notes**: the most advanced undergraduate econometrics course; intensive summer course taught each week day over a two-month period. I received the Department of Economics Outstanding Undergraduate Instructor Award for teaching this course.

I have also been a teaching assistant for various courses at PhD, Master’s, and undergraduate levels, including Advanced Microeconomics, Microeconomics, Political Economics, Economics of the Corporation, Auction Theory, Theory of Economic Reforms, Mathematics for Economists, Stochastic Processes.