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Teaching Statement
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An effective teacher possesses both an expert knowledge of their field and an understanding of how their students will utilize the learning material. In this way, the teacher acts as a guide allowing the students to learn from their instructor, while at the same time allowing them to discover the deeper aspects of the material being taught. By learning in this fashion, students can master the material through critical thinking. Generating an environment that allows students to master the material while also honing their critical thinking skills in preparation for future careers in finance is what directs my teaching and influences my teaching philosophy. I focus on three methods to accomplish this goal.

First, I strive to have interaction in every lecture. Interaction allows students to immediately internalize and synthesize their own understanding of the information presented. For instance, I generally begin class with a recent news article that involves a topic covered during the lecture. Students first read the article in small groups where they are encouraged to discuss the article and respond to a series of outlined questions. We then move to a class-wide discussion where students are able to respond both verbally, as well as via Padlet, a digital message board developed for each class. The discussion primes the students to critically think about the lecture material before any lecturing has begun. I then refer back to the article throughout the lecture and often close with an interactive discussion of the article that incorporates the new material they have learned. Through this experience, students are able to interact with one another and critically think about how financial topics affect the larger world. I also utilize these same groups and message board experiences when working on in-class exercises and examples. This emphasizes interaction between the students and allows reflection on their learning of the material in real-time.

Second, I endeavor to include practical elements of the material. This allows students to recognize how financial practitioners apply the topics covered in class to real-world problems.

Similarly, given the professional nature and interest of finance students, I attempt to have my assignments and projects reflect actual situations and experiences that students may face in a future career in finance. For instance, an assignment in my masters course has students collect financial data from Bloomberg, read financial reports, and model/simulate the exposure of an oil refinery to movements in oil and gasoline prices in order to develop an optimal hedging strategy. In another class focused on learning about how financial markets work, I simulate a limit order book based trading floor and allow the students to compete in groups via a simulated trading environment. By including in-class exercises, assignments, and projects that replicate real-world situations, students can begin to critically think about how they will use course materials in their future jobs. Moreover, students have told me they are able to use these experiences in their internships and job interviews.

Third, in today's modern digital environment, an understanding of how finance professionals utilize technology is key. Therefore, I emphasize the use of programs in solving problems and finding data. In my undergraduate courses, I frequently show examples in Microsoft Excel, explaining not only how to use Excel to solve the problem, but also teaching "best practices" for Excel. I also use exercises where students must access Bloomberg and other databases to find and download financial data. In my graduate courses, I cover Excel and Bloomberg but augment them with more advanced programming modules in Matlab and Python. I first demonstrate how these programs can be used to model financial problems during lecture, and then incorporate these programs via guided projects in group assignments. Moreover, I provide separate tutorials and videos on best programming practices. For both sets of students this instruction gives them a strong background in digital skills and applications that they can apply in their future careers. Moreover, it reinforces the first two principles of interaction and practical elements.

My teaching philosophy extends outside of the classroom as well. I personally felt that as a student, I learned as much out of the classroom working through exercises and studying

as I did in the classroom during lectures. However, I also recognize that notes and lectures may not be enough for any given student. Therefore, I encourage attendance at office hours for students with questions. During these office hours, I strive to learn the names of students and provide them with email summaries of the topics we discuss. This facilitates increased interaction as the weeks progress and allows me to better understand each student's unique learning process. Although this level of interaction may not be feasible for large classes, it has taught me the importance of making an effort to interact with my students at a personal level. Additionally, it has taught me the value of being able to rephrase and explain topics in a variety of ways so that students with different backgrounds and experiences can better understand the material.

As a teacher I hope to reproduce the interest and excitement in finance for my students that I already possess. Through interaction, practical elements, and the use of digital tools, I can generate an atmosphere that both captures the students' interests while furthering their knowledge and ability to critically think about finance. At the same time, I view instruction as a two-way street. I strive to learn from my students by not only improving my skills as a teacher, but also by learning how different backgrounds and experiences influence a person's understanding of financial topics. Thus, my students and teaching experiences help to further my own understanding of finance and inform my research. It is this dual nature of teaching that I enjoy most.