

# Teaching Statement

Patrick Agte

During my Ph.D. studies at Princeton University, I was a teaching assistant for development economics courses for undergraduate and MPA students. I also worked as a teaching assistant to supervise the junior thesis of undergraduate students for two years. During this time, I developed an approach to teaching inspired by three objectives: inclusive engagement, clarity, and intellectual curiosity.

The students in both of my courses came from a wide range of backgrounds and also varied in their previous exposure to economics. I thus focused on making my teaching accessible to all students by starting from the basics of each concept. I learned how crucial it is to relate classroom material to real-world experiences in order to support students' intuitive comprehension of the subject matter. I strive to create a collaborative environment, where all students, independently of their race, gender, religion, or sexual orientation, feel welcome and empowered to participate. Having a slight speech disorder and accent myself, I am particularly attuned to ensuring that international students and those with speech impairments feel comfortable in my courses. I further incorporate short group work sessions to foster an inclusive community and facilitate peer-to-peer learning. I also offered flexible office hours to ensure that all students had a chance to receive the support they needed. Student evaluations reflect this approach: "*I could not have survived this class without Patrick. He is an amazing preceptor and was always willing to go out of his way to help me!! He's very clear in explaining concepts and super patient with explaining things.*" and "*[Patrick] truly wanted to help all the students*".

When preparing for each class, I dedicated substantial time to developing material that was easily understandable and self-contained. I prepared detailed slides to illustrate economic concepts, including multiple visualizations to explain instrumental variables and randomization inference in an intuitive way. When teaching Stata, I developed extensive do-files that provided the basics for all students and also allowed experienced users to learn about more complex command structures. Students were appreciative of this effort. For example, one student wrote "*Very organized. His slides are really good!*".

I was also grateful for the chance to spark the students' intellectual curiosity. While working as Alicia Adsera's teaching assistant, I actively participated in the design of the class content and thought carefully about which studies provide engaging material for the students. For instance, I added a study on the causal impact of gender quotas on implicit biases and attitudes in rural India to the syllabus. The paper was not only a great example of how to exploit randomization to estimate causal effects but also resonated with students due to its timely and relatable topic. When mentoring students in their junior thesis, I guided them in the idea-generating process by encouraging them to connect the economic models they learned in class with their personal interests. My average instructor rating for the junior thesis was 4.78/5 (course mean = 4.46), suggesting that students liked this approach.

In addition, I really appreciated helping students with their professional development outside of the classroom. I invited them to come to my office hours to share insights into graduate schools and the broader hidden curriculum. It was also a pleasure to support two of my research assistants during their graduate school applications. At Princeton, I further initiated the first “development breakfast” sessions to enable students in development economics to share their preliminary ideas with peers and faculty members in an informal and inclusive atmosphere.

Looking ahead, I will implement various feedback mechanisms in my classes to facilitate ongoing learning and continuous improvements to my teaching approach. I am open to teaching any course that needs an instructor. My ideal preference would be to teach either an undergraduate or graduate class in development economics, health economics, education economics, industrial organization, or other fields related to applied microeconomics. However, I would also be very happy to teach courses in microeconomics and econometrics.

## Teaching Evaluations

JIW end of year evaluation results – Class of 2024

(1 – unacceptable, 2 – poor, 3 – fair, 4 – good, 5 – excellent)

AI	Agte	Mean	Median
Accessibility	5.0	4.4	4.4
Helpful	4.8	4.3	4.4
Number of Meetings with AI	2.7	2.5	2.7
Comments on draft helpful	4.7	4.3	4.3
AI overall	4.8	4.4	4.4

### JIW end-of-year evaluation results – Class of 2023

(1 – unacceptable, 2 – poor, 3 – fair, 4 – good, 5 – excellent)

<b>AI (Agte)</b>	<b>Carey</b>	<b>Neilson</b>	<b>Mean</b>	<b>Median</b>
Meetings per student	3.00	2.81	2.32	2.45
Accessibility	4.90	4.64	4.49	4.50
Comments on draft	4.90	4.00	4.27	4.24
AI overall	4.90	4.64	4.51	4.57

**Instructor Questions - Score Analysis**



**Instructor Questions - Frequency Analysis**

1. Preceptor Preparedness - Give your sense of the overall preparedness of the preceptor.					2. Preceptor Responsiveness - Rate the preceptor's responsiveness to questions in the precept.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Excellent	5	9	69%		Excellent	5	12	92%	
Very Good	4	3	23%		Very Good	4	1	8%	
Good	3	0	0%		Good	3	0	0%	
Fair	2	1	8%		Fair	2	0	0%	
Poor	1	0	0%		Poor	1	0	0%	
3. Preceptor Availability - Rate the preceptor's availability to students outside the classroom.					4. Overall Contribution - Rate the overall contribution of the preceptor to the class.				
Options	Score	Count	Percentage		Options	Score	Count	Percentage	
Excellent	5	10	77%		Excellent	5	8	62%	
Very Good	4	2	15%		Very Good	4	2	15%	
Good	3	1	8%		Good	3	2	15%	
Fair	2	0	0%		Fair	2	1	8%	
Poor	1	0	0%		Poor	1	0	0%	

**Preceptor Strengths - Discuss the strengths of the preceptor.**

Comments
+ Very patient and approachable
+ Very organized. His slides are really good!
+ Clear in expectations of what we will learn in precept.
Very helpful and knowledgeable!
The preceptor was willing to help students, however, his teaching methods have yet to improve.
It was hard to understand the preceptor because he spoke very quickly.
Patrick was accessible and helpful when answering questions
Slides were helpful
The preceptor was helpful in explaining the models.
Enthusiastic and easygoing
Patrick took the time to review basics, taking a step back from the models/papers seen in class to make sure we understood the underlying theory.

**Preceptor Performance - How could the preceptor improve performance in the course?**

Comments
+ Perhaps we could incorporate some of the more technical papers into precepts
He could be more open to discussing problem sets.
Less math; more intuition; more questions directed to the class to answer.
Some of the content in precept was covered very quickly.
Having technical equations explained is very helpful!

**Other Comments - Please provide any other comments you feel would be helpful.**

Comments
Patrick has been a great preceptor. He always responded to students' questions and needs.
NA
n/a
N/A

**Instructor Questions - Score Analysis**



**Instructor Questions - Frequency Analysis**

1. Preceptor Preparedness - Give your sense of the overall preparedness of the preceptor.				2. Preceptor Responsiveness - Rate the preceptor's responsiveness to questions in the precept.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Excellent	5	3	43%	Excellent	5	3	43%
Very Good	4	3	43%	Very Good	4	3	43%
Good	3	1	14%	Good	3	1	14%
Fair	2	0	0%	Fair	2	0	0%
Poor	1	0	0%	Poor	1	0	0%

3. Preceptor Availability - Rate the preceptor's availability to students outside the classroom.				4. Overall Contribution - Rate the overall contribution of the preceptor to the class.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Excellent	5	3	43%	Excellent	5	2	29%
Very Good	4	3	43%	Very Good	4	1	14%
Good	3	0	0%	Good	3	2	29%
Fair	2	1	14%	Fair	2	2	29%
Poor	1	0	0%	Poor	1	0	0%

**Preceptor Strengths - Discuss the strengths of the preceptor.**

Comments
He seems to have a lot of knowledge of the concepts
Very knowledgeable
Patrick was very well-prepared for precepts and always willing to answer questions.
He knows his stuff, is approachable, and is helpful.
N/A (never went to precept)
Really knows the material, helpful
Patrick was very receptive to student feedback and provided a useful second view on the topics covered in lecture.
N/A

**Preceptor Performance - How could the preceptor improve performance in the course?**

Comments
Slower pace and more transparent grading of problem sets
I think Patrick moved a little fast in some precepts, but he never overloaded precept sections (which were 60 minutes rather than the usual 90, which was much appreciated). So I would say to slow the pace down slightly.
I think he got a hard job doing things online because it was difficult to gauge the level we were at. I think that sometimes we did some review in precept of things we had all seen a few times already, but Patrick really had no way of knowing that.
N/A
Sometimes, a bit too fast. Would be good to stop for questions every now and then.
The precepts could be a little bit lighter on the empirical aspects of the course, seeing as they were not stressed a great deal during lecture, nor seem to be especially important for the final exam.
N/A

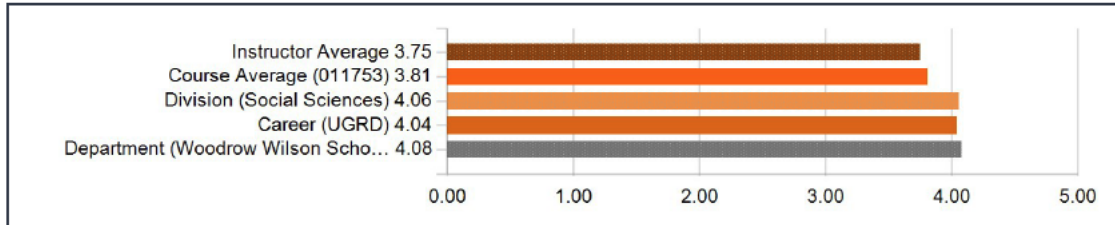
**Other Comments - Please provide any other comments you feel would be helpful.**

Comments
N/A
n/a
N/A



### Instructor Questions - Score Analysis

I think that the overall quality of the precepts was:



### Instructor Questions - Frequency Analysis

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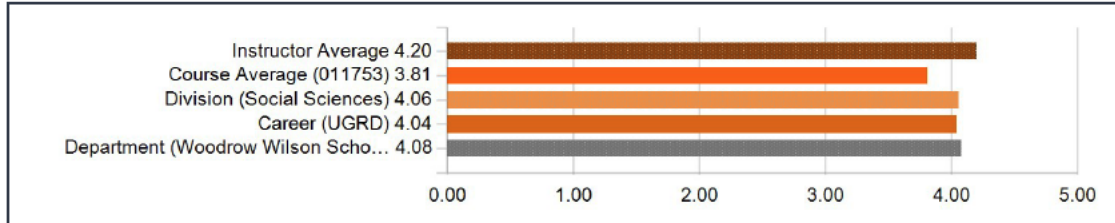
I think that the overall quality of the precepts was:			
Options	Score	Count	Percentage
Excellent	5	2	25%
Very Good	4	3	38%
Good	3	2	25%
Fair	2	1	13%
Poor	1	0	0%

**Precepts - Please comment on the quality of the precepts. How did they contribute to your learning in the course? To what extent did the preceptor raise challenging questions, help clarify course material, and encourage broad student participation? Was the preceptor responsive to students' questions, opinions, and criticism?**

Comments
Not extremely necessary, only serves to reiterate concepts in lecture and help with psets but otherwise doesn't bring anything new to the class. The TA was great though, he truly wanted to help all the students.
good
Thick accents, hard to understand

### Instructor Questions - Score Analysis

I think that the overall quality of the precepts was:



### Instructor Questions - Frequency Analysis

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I think that the overall quality of the precepts was:			
Options	Score	Count	Percentage
Excellent	5	2	40%
Very Good	4	2	40%
Good	3	1	20%
Fair	2	0	0%
Poor	1	0	0%

**Precepts - Please comment on the quality of the precepts. How did they contribute to your learning in the course? To what extent did the preceptor raise challenging questions, help clarify course material, and encourage broad student participation? Was the preceptor responsive to students' questions, opinions, and criticism?**

Comments
Patrick was really helpful and his precepts were good and engaging despite the timing being a bit unfortunate.
I could not have survived this class without Patrick. He is an amazing preceptor and was always willing to go out of his way to help me!! He's very clear in explaining concepts and super patient with explaining things.