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My teaching philosophy stands on three intimately connected and mutually reinforcing pillars: (1) Motivation, (2) Intuition and Analytic Formality, and (3) Respect and Openness.

Pillar 1: Motivation

I believe good motivation is a necessary condition for students to succeed in learning the material taught in their courses, and it also proves to be important in their professional careers. I reinforce the theoretical material with real world examples that are closely related to the concepts we discuss in the lectures to keep students interested in the course material. In my experience, real world examples are particularly effective in keeping students engaged with the lecture and in making them aware of the usefulness of the materials they are learning. Moreover, to improve students' understanding and encourage them to participate into discussions I provide students with newspaper and magazine articles written about the economic issues related to the subjects covered in lectures.

I am in favor of providing students with the class material they need such as handouts, references and papers so the class time can be spent with productive discussions and active participation. I divide the lecture time between using PowerPoint slides, and going over problems and graphs step by step using the blackboard. I also encourage students to use computer based and online course resources such as practice tests, study guides and e-books. All this is done with the aim of improving the learning process.

Pillar 2: Intuition and Analytic Formality

As an economics instructor, it is my belief that it is crucial to provide students with an adequate balance between intuition and formality. If this balance is successfully achieved students understand the economic issues being discussed in a better way. Therefore I accompany every model presented in class by a clear statement of the underlying economic intuition. Thereafter I analyze the simplest version of the model that allows for a rigorous formalization of the economic ideas involved. Whenever needed, I go further and relax some of the simplifying

assumptions in order to gain additional insights of the model or simply to be able to address different economic questions.

The principle of pursuing the right balance between intuition and formality - with the ultimate goal of contributing to the development of competent future professionals - is the fundamental motivation for me as an instructor. I try to get feedback from the students directly or indirectly as revealed by their questions to help me achieve this goal. This helps me identify the areas where further improvements are possible.

It is obvious that not every student absorbs information in the same way, nor are they interested in the same problems. Given such differences, I design my lectures so that they are not directed only to the highly gifted students but to the whole class. I facilitate the learning process of students with different abilities by actively pursuing the right balance of intuition and formality, and designing exams which reflect that balance. This principle is applicable both to the basic introductory courses, and to the intermediate and upper-level courses.

Furthermore, I always encourage students to be concentrated on and interested in the course, and study the material on a regular basis. Therefore, I give homework assignments for extra credit, several quizzes, two midterms and a final exam during the semester.

Pillar 3: Respect and Openness

Each student in my class is equally and unconditionally valued and respected, regardless of academic ability or performance in the classroom. Those who have difficulties with the course material deserve my full attention just as those who excel from the start. Rules are established at the beginning of the course, announced in the course syllabus and enforced without exception to ensure a sense of fairness to all. Each student is given the opportunity to participate and express his/her ideas. Mistakes are treated as an inevitable part of the learning process and corrections are made without disdain or condescension.

I always make myself available to the students. I hold weekly scheduled office hours, I answer their questions via e-mail, and if they need I meet them outside scheduled office hours to answer their questions, and go over their exams and the course material. I let students know that I am willing to help them out in any way I can, and I encourage them to use this opportunity. Students definitely feel more secure and comfortable when they have access to their professors. I found the time I spend with the students to be particularly fruitful since it helps me to continuously improve my abilities as an instructor.

I believe good professor should have a very deep knowledge of what he/she is teaching and a great passion for teaching it, he/she should nurture and guide her students whenever they need. Teaching and interacting with students have always been a rewarding experience for me. I hope to be remembered by them as an educator who helped them achieve whatever goals they have in college and beyond.

Teaching Experience, Effectiveness and Evaluations

During my Ph.D. studies at Florida International University, I have taught three semesters of Principles of Microeconomics and four semesters of Applied Macroeconomics which is a course equivalent to Intermediate Macroeconomics. As the primary and independent instructor of these courses, I have the complete responsibility for designing and teaching the courses, preparing the syllabi, lecture notes, exams and assignments, and grading. The tables below show a sample of my teaching evaluations¹ at Florida International University. My teaching evaluations have improved as my teaching experience has increased, and the number of students enrolled in the courses I taught has increased on a regular basis. In the category “Overall assessment of instructor” I was ranked either very good or excellent by 87.1% in Summer 2010, by 80% in Fall 2010, by 84.6% in Spring 2011, and by 77% in Summer 2011. Since I became a Visiting Assistant Professor of Economics at Franklin&Marshall College in 2012 I have taught Economic Statistics and Introduction to Economics.

Teaching Interests

Depending on the Economics teaching experience I have obtained at Florida International University and Franklin&Marshall College, and teaching assistantship work for various courses during my doctoral studies, I am capable and open to teaching different subjects in Economics. I am particularly interested in teaching Introduction to Economics, Introductory/Intermediate Macroeconomics, Economic Growth, Public Economics, Money and Banking, Statistics, and Econometrics; and as elective courses Comparative Economic Development, Political Economy of Natural Resources and Economic Development of Latin America. My research interests are related to these areas, and teaching them can not only benefit the students, but also reinforce my research progress in the related area.

¹ The original copies of evaluations for Florida International University can be accessed through the university’s website at http://opir.fiu.edu/instructor_eval.asp.

Summer 2011: Applied Macroeconomics

Term: 1115						
Instructor Name: Ece Handan Guleryuz			Department: ECONOMICS			
Course: ECO 3202		Section: U03B		Title: Applied Macroeconomics		
Enrolled: 95		Ref#: 50654		Completed Forms: 35		
Question	No Response	Excellent	Very Good	Good	Fair	Poor
Description of course objectives and assignments	2.9%	45.7%	34.3%	17.1%	0.0%	0.0%
Communication of ideas and information	0.0%	22.9%	22.9%	37.1%	14.3%	2.9%
Expression of expectations for performance in this class	0.0%	37.1%	34.3%	28.6%	0.0%	0.0%
Availability to assist students in or out of class	0.0%	68.6%	22.9%	8.6%	0.0%	0.0%
Respect and concern for students	0.0%	68.6%	22.9%	8.6%	0.0%	0.0%
Stimulation of interest in course	0.0%	22.9%	17.1%	37.1%	20.0%	2.9%
Facilitation of learning	0.0%	34.3%	17.1%	34.3%	14.3%	0.0%
Overall assessment of instructor	0.0%	40.0%	37.1%	17.1%	5.7%	0.0%

Spring 2011: Applied Macroeconomics

Term: 1111						
Instructor Name: Ece Handan Guleryuz			Department: ECONOMICS			
Course: ECO 3202		Section: U07		Title: Applied Macroeconomics		
Enrolled: 96		Ref#: 10398		Completed Forms: 26		
Question	No Response	Excellent	Very Good	Good	Fair	Poor
Description of course objectives and assignments	0.0%	69.2%	15.4%	11.5%	3.8%	0.0%
Communication of ideas and information	0.0%	53.8%	11.5%	7.7%	19.2%	7.7%
Expression of expectations for performance in this class	0.0%	69.2%	11.5%	19.2%	0.0%	0.0%
Availability to assist students in or out of class	0.0%	84.6%	11.5%	3.8%	0.0%	0.0%
Respect and concern for students	0.0%	88.5%	7.7%	3.8%	0.0%	0.0%
Stimulation of interest in course	0.0%	46.2%	19.2%	11.5%	19.2%	3.8%
Facilitation of learning	0.0%	53.8%	15.4%	23.1%	7.7%	0.0%
Overall assessment of instructor	0.0%	61.5%	23.1%	15.4%	0.0%	0.0%

Fall 2010: Principles of Microeconomics

Term: 1108						
Instructor Name: Ece Handan Guleryuz			Department: ECONOMICS			
Course: ECO 2023		Section: U05		Title: Principles Microeconomics		
Enrolled: 96		Ref#: 80761		Completed Forms: 35		
Question	No Response	Excellent	Very Good	Good	Fair	Poor
Description of course objectives and assignments	0.0%	60.0%	25.7%	14.3%	0.0%	0.0%
Communication of ideas and information	0.0%	31.4%	28.6%	17.1%	22.9%	0.0%
Expression of expectations for performance in this class	0.0%	42.9%	31.4%	22.9%	2.9%	0.0%
Availability to assist students in or out of class	0.0%	62.9%	31.4%	2.9%	2.9%	0.0%
Respect and concern for students	2.9%	65.7%	17.1%	11.4%	2.9%	0.0%
Stimulation of interest in course	0.0%	31.4%	20.0%	17.1%	28.6%	2.9%
Facilitation of learning	5.7%	34.3%	31.4%	22.9%	5.7%	0.0%
Overall assessment of instructor	0.0%	42.9%	37.1%	20.0%	0.0%	0.0%

Summer 2010: Applied Macroeconomics

Term: 1105						
Instructor Name: Ece Handan Guleryuz			Department: ECONOMICS			
Course: ECO 3202		Section: U03B		Title: Applied Macroeconomics		
Enrolled: 88		Ref#: 51517		Completed Forms: 54		
Question	No Response	Excellent	Very Good	Good	Fair	Poor
Description of course objectives and assignments	0.0%	68.5%	18.5%	11.1%	1.9%	0.0%
Communication of ideas and information	1.9%	38.9%	27.8%	18.5%	9.3%	3.7%
Expression of expectations for performance in this class	0.0%	61.1%	22.2%	16.7%	0.0%	0.0%
Availability to assist students in or out of class	0.0%	74.1%	18.5%	5.6%	1.9%	0.0%
Respect and concern for students	0.0%	77.8%	18.5%	3.7%	0.0%	0.0%
Stimulation of interest in course	0.0%	40.7%	27.8%	20.4%	9.3%	1.9%
Facilitation of learning	1.9%	46.3%	25.9%	14.8%	9.3%	1.9%
Overall assessment of instructor	0.0%	59.3%	27.8%	9.3%	3.7%	0.0%