Teaching Statement

Irakli Shalikashvili

University of Notre Dame

Prior to joining the University of Notre Dame (UND), I had the opportunity to teach eight university courses in Georgia while completing my master's degree. I gained teaching experience in a variety of courses, including:

- **University of Georgia Tbilisi, Georgia**

  Instructor: Principles of Microeconomics (Fall 2017, 2016, 2015; Spring 2018, 2017, 2016), Intermediate Microeconomics I (Fall 2016, Fall 2017, Spring 2018), and Industrial Organization (Spring 2018)

- **European University Tbilisi, Georgia**

  Instructor: Principles of Macroeconomics (Fall 2018, Spring 2017), Managerial Economics - Graduate (Fall 2018, Spring 2017)

These courses focused on preparing students for advanced coursework by building strong foundational skills. Teaching these classes provided my first opportunities to develop my own syllabi, quizzes, exams, and overall course structure. I found teaching to be both rewarding and enjoyable, and this experience allowed me to transition smoothly into a Teaching Assistant and Tutor roles at Notre Dame. As a TA, I have worked with undergraduate students in courses such as Principles of Microeconomics and Statistics for Economics (a foundational course in probability and statistics). Additionally, I have served as a tutor for core Ph.D. courses in Macroeconomics I and II.

In Fall 2020, I had the opportunity to teach a full class again, leading the tutorial section of Macroeconomics I, a core Ph.D. course, and received a composite evaluation score of 4.7/5.0 (and for Spring 2021, Macroeconomics II, received a composite evaluation score of 5.0/5.0). The class posed new challenges due to the Covid-19 pandemic, but I adapted by incorporating hybrid teaching methods. I complemented class recordings with additional review sessions, and for parts of the course that involved Matlab programming and data analysis, I created instructional videos to help students learn these skills. I also provided supplementary notes to support students in mastering the course material.

In Fall 2022, I taught Managerial Economics as the instructor of record at the Mendoza College of Business (UND), receiving a composite evaluation score of 4.1/5.0. I designed the syllabus to emphasize practical applications of microeconomic theory, covering key topics such as supply and demand, consumer behavior, and market structures. For assignments, I integrated the Achieve McMillan portal, providing an interactive platform for homework and real-time feedback. To deepen engagement, I assigned a team project where students applied microeconomic concepts to analyze current issues of personal interest, like tech industry competition or environmental policies. I provided ongoing feedback on project drafts, guiding students in refining their analyses. The project culminated with live presentations, where students connected theory to real-world scenarios and considered broader ethical and societal impacts. This approach fostered an active learning environment, helping students develop technical skills and practical insights into economics and business decision-making.

Currently, I am teaching Principles of Macroeconomics, where I use various tools to enhance student engagement and understanding. In each class, I use iClicker software to present multiple-choice questions, allowing me to assess student understanding of core concepts and adjust my

approach in real-time. I encourage students to discuss these questions in small groups, promoting teamwork and reinforcing collaborative problem-solving skills. For assignments, I utilize the Achieve Macmillan portal, which provides an interactive learning environment with features like Learning Curve assignments that help students strengthen their grasp of key material. This semester, I have also incorporated the portal's new AI tutor, which guides students as they work through homework questions and helps clarify challenging concepts. Additionally, I assign a team project where students create infographics analyzing the macroeconomic performance of assigned countries, focusing on indicators such as GDP growth, inflation, and unemployment. By the end of the semester, students present their findings, demonstrating their analytical abilities and communication skills. This approach creates an active learning environment, helping students connect theoretical principles to real-world applications and develop a well-rounded understanding of macroeconomic concepts.

The courses I have described above illustrate my approach to different types of classes. More broadly, my teaching philosophy is based on three core principles. First, I aim to understand and connect with my students, demonstrating empathy to create a supportive environment. Second, I hold a strong belief in each student's potential, recognizing that a student's confidence and performance can grow immensely when they know their instructor believes in them. Third, I emphasize the importance of both collaborative and independent learning. Working in groups allows students to share diverse perspectives and deepen their understanding, while individual work helps them pinpoint areas that may need further attention. Through this balanced approach, I aim to equip students with the skills and self-assurance needed to excel both in the classroom and beyond.