

# Teaching Statement

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## 1 Teaching Experience

As a graduate student, I've been a teaching assistant (TA) mainly for macroeconomics courses. These courses include introductory and intermediate level macroeconomics, as well as a seminar course in macroeconomic models and policy.

I was a teaching assistant for Elements of Macroeconomics for three semesters. The textbook for the course was "Macroeconomics", by R. G. Hubbard. Each semester, the class met twice a week with the professor for lectures. Every Friday, I would lead my own section for the course with students. Additionally, I held an office hour for students each week which lasted around an hour to an hour and a half. The Elements of Macroeconomics course generally had anywhere from 30 to 40 students enrolled each semester.

I also was a teaching assistant for Macroeconomic Theory, which is the next course in the sequence for undergraduates, for three semesters as well. The textbook for the course each semester was "Macroeconomics", 11th edition, by N. Gregory Mankiw. Again, the class met twice a week for lectures and each Friday I led an hour long section meeting with students. I also held an hour long office hour session for students each week. The Macroeconomic Theory course had anywhere from 25 to 40 students enrolled each semester.

I was a teaching assistant for Debates in Macroeconomics, an upper-level, seminar course for undergraduates. I held an hour long, weekly office hours and was responsible for helping with grading and proctoring exams. There were 16 students enrolled in this course. In this course, students were challenged to use models from both micro and macro economics to discuss the role for policy in a number of scenarios, such as climate change, immigration, and inequality.

I've also tutored introductory and intermediate courses in mathematics and economics during my undergraduate years. During graduate school, I've done private tutoring as an independent contractor. These included a role as a research mentor for high school students, as well as weekly tutoring for AP and college level macroeconomics, microeconomics, and calculus at various levels.

These experiences not only kept me up to speed in my own studies, but also exposed me to the various opportunities to teach the concepts I've learned over the years. In my view, being able to support other budding learners is my way of paying it forward since I've received similar help in my own studies.

## 2 Teaching Philosophy

I believe teaching is an individualized journey for each student. It is my belief that my job is centered around aiding a student convince themselves that they have transitioned from a state of confusion to understanding. As a teacher, I understand that the most helpful that I can be to a learner is supporting them, encouraging them, and making sure that I've convinced myself of the same material they are trying to learn – these are all necessary to establish the proper trust between teacher and student. In another role as a private tutor, I also learned that many of these concepts are fresh on my mind, and that the ones that aren't can be recovered swiftly. This has led me to seriously consider pursuing opportunities to be an instructor in the future.

## 3 Scope of Teaching

I am qualified to teach both BA and MA level courses in macroeconomics and microeconomics, and am capable of teaching introductory macroeconomic courses at the Ph.D. level. My TA experience across introductory and intermediate macroeconomics sequences, combined with my research in financial economics and household finance, positions me to teach a range of courses spanning core macroeconomic theory, empirical methods, and financial economics. Below I describe two courses I am prepared to teach immediately, as well as a proposed course that reflects the direction of my research agenda.

### Principles of Macroeconomics

Having served as a teaching assistant for three semesters in an introductory macroeconomics course, I am well-prepared to teach principles-level macroeconomics as a primary instructor. My experience leading weekly section meetings, writing practice materials, and holding office hours for classes of 30–40 students has equipped me with a strong command of introductory pedagogy. In my own section, I emphasized developing students' economic intuition by connecting core concepts—such as GDP measurement, inflation, unemployment, monetary and fiscal policy, and economic growth—to current events and real-world data. I would draw on this experience to design an engaging, data-informed course that builds foundational literacy in macroeconomic reasoning.

### Intermediate Macroeconomic Theory

My three semesters as a TA for Macroeconomic Theory, a calculus-based intermediate course using N. Gregory Mankiw's *Macroeconomics*, prepared me extensively for solo instruction at this level. The course covered the full standard sequence: national income accounting, the Solow growth model, the IS-LM framework, aggregate demand and supply, the Phillips curve, and government debt and the financial system. My research in heterogeneous returns to financial

assets and the role of trust in household financial decisions connects naturally to the financial system and monetary policy components of this course, which I intend to enrich with current empirical findings from the literature.

### **Proposed Course: AI Tools in Economic Analysis**

As artificial intelligence tools become integral to economic research and applied analysis, I believe there is growing demand for a course that equips undergraduates with the methodological skills to engage with these tools critically and productively. I propose a course titled *AI Tools in Economic Analysis*, which would serve as a methods-oriented elective for students who have completed introductory economics. The course would be organized around three themes. The first would introduce large language models and AI-assisted coding environments (e.g., Python with AI libraries) as tools for data collection, cleaning, and exploratory analysis. The second would focus on applying these tools to economic questions—such as analyzing household finance data, constructing proxies for financial literacy or trust, or summarizing large bodies of research. The third and final unit would survey active research topics at the frontier of AI and economics: the effect of AI on aggregate productivity and growth, changes in rates of return across asset classes in an AI-driven economy, and the distributional consequences of AI adoption for households and labor markets. This course would complement existing offerings in data analysis and financial economics while providing students with skills increasingly valued in industry, government, and graduate study.

## **4 Potential Research Topics**

My research agenda centers on two interrelated themes: heterogeneity in household financial returns and the role of social capital—particularly trust—in shaping those returns. Looking ahead, I see several natural extensions of this work that also connect to broader developments in the economics of artificial intelligence.

A first direction examines how AI adoption affects the distribution of returns to financial assets across households. If AI tools lower the cost of sophisticated portfolio management, they may compress the gap in returns between wealthy and less wealthy households; alternatively, they may amplify existing disparities if access to such tools is unequal. This question connects my existing work on heterogeneous returns to an emerging empirical literature on AI and household finance.

A second direction explores whether large language models can serve as scalable proxies for financial literacy and trust. Survey-based measures of these constructs are costly to collect and subject to well-known biases; text and behavioral data generated by AI interactions may offer complementary signals. This would extend the trust-and-returns framework of my second chapter in a data-rich direction.

A third direction takes a macroeconomic perspective, asking how the entry of AI as a productive input changes long-run rates of return to capital and the dynamics of aggregate saving and investment. This connects to classic questions in growth theory—about factor shares, convergence, and the relationship between financial development and growth—that I addressed in my graduate training and intend to revisit in future work.