

Teaching Portfolio

Mihai Paraschiv

Gatton College of Business and Economics
Department of Economics
University of Kentucky
Lexington, KY 40506-0034
(859) 229-0271

mihaiparaschiv.weebly.com
mihaiparaschiv85@uky.edu

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While at University of Kentucky, I taught both principles of microeconomics and macroeconomics (face-to-face and online) as well as contemporary economic issues and intermediate microeconomics. I have also overseen an independent undergraduate research project. Adding to this, I am scheduled to teach an introductory course in international trade and finance during the upcoming spring semester. I would enjoy teaching international trade, international finance, open macroeconomics, and macroeconomics in general. I am also willing to teach introductory as well as intermediate microeconomics. I would not shy away from the opportunity to teach graduate courses.

I have been in school for as long as I can remember. During this time, I came across a variety of instructors and just as many teaching styles. There were professors who simply loved being around students. And there were those who preferred to keep this interaction at a minimum. Some went out of their way to foster what I call an adequate learning environment, by getting to know their students not only by name or face but also by their potential and academic interests, extra-curricular activities or even hobbies. Others did not bother. Some wonderfully managed to connect abstract concepts with the real world. Others rarely cared about it. My teaching objectives will always revolve around knowing my students, connecting the course concepts to what is relevant outside of class while promoting and maintaining the course rigor.

Why is knowing my students an objective worth pursuing? Not only does teaching become more enjoyable once this aspect is checked off the list, but at the same time the process transforms into an experience of much higher quality for both the students and teacher. I strongly believe that knowing my students goes a long way in bolstering their confidence. In turn, this translates into superior student-teacher interaction which is often characterized by an increased potential for learning and concept retention.

For the typical undergraduate student, economics is much like a foreign language. They already know that more is better and at the same time too much may be harmful. They are also aware that gas prices shoot up when there are disruptions in the Middle East or an economic boom in China. But what they do not really know is how to translate all of these into "economics" and vice-versa. In this regard, simplifying the process of learning, speaking, and understanding "economics" is yet another objective I set for myself. I pay additional attention to vocabulary, acronyms, and idioms especially when the audience is, to a large extent, formed by foreign students. From personal experience, the most common concern that students have is that economics is difficult. Some are worried about the mathematics and graphs while others fear about being able to keep pace with the new material. I take all of these concerns seriously and view them as challenges which I am eager to overcome. As a teacher, little is more rewarding than the "Ohhhhh! ... Now I get it!" moment.

Keeping students engaged represents another personal, core, teaching objective. My favorite way of capturing students' attention is to emphasize the connection between the material and "real" scenarios familiar to them. Also, I like introducing concepts using news headlines and recent events. Just the other day I started the lecture by discussing Volkswagen's tampering with emission tests, and its impact on consumer/producer surplus within the market for diesel passenger vehicles. And the effect on class participation and attention was delightful; much better than using a hypothetical tomato market. Of what use is the abstract knowledge of, let's say, supply and demand, if one cannot apply it to out of class scenarios? News articles and videos are one way of linking "class" with "out of class". Additionally, data and data analysis represent incredibly powerful tools which I enjoy using every time I have the chance.

Before my first teaching experience, three years ago, I did not really think too much about these differences. Why would I? I never thought I would be in the position in which I myself could shape the ideal course. But once I was faced with the prospect of teaching a college course, all of the above started to flood my mind. I was presented with the chance of taking the best of what I had experienced, leave out the worst, and share it with my students. I never imagined the teaching process to be this rewarding, fun and joyful. And for these reasons, I would like to continue teaching economics.

(Note: evaluations are based on a 4 point scale (max.=4))

Spring, 2016

ECO370 The Global Economy, Section 1

Overall Course Evaluation:	3.41	Class Size:	57
Overall Teaching Evaluation:	3.53	Response Rate:	31.58%

Fall, 2015

ECO401 Intermediate Microeconomic Theory, Section 3

Overall Course Evaluation:	3.74	Class Size:	48
Overall Teaching Evaluation:	3.65	Response Rate:	46.94%

Summer, 2015

ECO202 Principles of Macroeconomics, Section 210 Online

Overall Course Evaluation:	3.22	Class Size:	21
Overall Teaching Evaluation:	3.42	Response Rate:	42.86%

ECO395 Undergraduate Independent Study

Overall Course Evaluation:	n/a	Class Size:	3
Overall Teaching Evaluation:	n/a	Response Rate:	n/a

Summer, 2014

ECO101 Contemporary Economic Issues, Section 10

Overall Course Evaluation:	3.80	Class Size:	7
Overall Teaching Evaluation:	4.00	Response Rate:	71.43%

Fall, 2014

ECO101 Contemporary Economic Issues, Section 1

Overall Course Evaluation:	3.21	Class Size:	31
Overall Teaching Evaluation:	3.53	Response Rate:	61.29%

ECO101 Contemporary Economic Issues, Section 2

Overall Course Evaluation:	3.52	Class Size:	45
Overall Teaching Evaluation:	3.64	Response Rate:	57.78%

*Spring, 2014***ECO202 Principles of Macroeconomics, Section 6**

Overall Course Evaluation:	3.40	Class Size:	49
Overall Teaching Evaluation:	3.40	Response Rate:	51.00%

ECO202 Principles of Macroeconomics, Section 401

Overall Course Evaluation:	3.40	Class Size:	40
Overall Teaching Evaluation:	3.70	Response Rate:	62.50%

*Fall, 2013***ECO201 Principles of Microeconomics, Section 8**

Overall Course Evaluation:	3.60	Class Size:	55
Overall Teaching Evaluation:	3.70	Response Rate:	34.50%

ECO201 Principles of Microeconomics, Section 9

Overall Course Evaluation:	3.40	Class Size:	55
Overall Teaching Evaluation:	3.50	Response Rate:	70.90%

*Spring, 2013***ECO201 Principles of Microeconomics, Section 7**

Overall Course Evaluation:	3.40	Class Size:	60
Overall Teaching Evaluation:	3.50	Response Rate:	38.30%

*Fall, 2012***ECO201 Principles of Microeconomics, Section 8**

Overall Course Evaluation:	3.10	Class Size:	56
Overall Teaching Evaluation:	3.20	Response Rate:	48.20%

Contemporary Economic Issues (ECO101)

This course provides an introduction to economics through the application of economic principles to contemporary economic issues. Economics, which is the study of the allocation of scarce resources, can be described as the study of decision-making when applied to the individual (or micro) level and can be described as the study of the economy as a whole when applied at the larger macro level. In this course, we will touch upon both microeconomic and macroeconomic principles.

Principles of Microeconomics (ECO201)

This course will provide an introduction to the principles of microeconomics. We consider the basic tools of economic theory used to study markets, individual consumer behavior, and the behavior of firms. We examine how markets work and how supply and demand interact to determine prices. We also study what happens when markets fail and the role of the government in market activity. The economic tools that are acquired in this course are applied by managers in the business sector, policy makers in the government sector, and economic researchers in the academic arena. Students successfully completing this course should leave with a solid understanding of these basic economic principles and, most importantly, their applicability to real world situations.

Principles of Macroeconomics (ECO202)

The economic tools and concepts that students will get familiar with throughout this course are applied by managers in the business sector, policy makers in the government field and economic researchers in the academic arena. This knowledge will allow students to critically analyze domestic and international issues using concepts such as inflation, unemployment, monetary and fiscal policy, budget deficits, economic growth, exports and imports, balance of trade, exchange rates etc. Students successfully completing this course should leave with a solid understanding of the macroeconomic concepts discussed and, most importantly, their applicability to real world situations.

Undergraduate Independent Study (ECO395)

This course provides students with the opportunity of working one-on-one with the instructor in developing a final project (e.g. written paper). The project topic/format/requirements are usually decided by each instructor in part. My goal for this course was to facilitate the use of data analysis skills (e.g. regression analysis), that students develop in "Economic and Business Statistics" courses, for answering real world questions. Initially, the students work with the instructor in formulating a feasible project question/topic. Students then work together with the instructor on gathering, cleaning and analyzing the collected data. A final paper will then be written and presented in class.

Intermediate Microeconomic Theory (ECO401)

This is the second undergraduate course in microeconomic theory. It is designed to build upon the principles developed in "ECO201 Principles of Microeconomics" and provide students

with a more sophisticated understanding of how market systems operate. We will study the behavior of individual decision makers: households, firms, and resource owners as well as the interaction of such individual economic units within markets. We will also study the role that prices play in microeconomic theory and demonstrate the relevance of particular theoretical concepts. Numerous applications will be included and discussed along the way.

The Global Economy (ECO370)

This course is presented in two sections. The first part of the course explores the theoretical foundations of International Trade. This section covers the basics of why countries trade, what explains the pattern of trade that we observe and what are the effects of trade on welfare and the distribution of income. In addition, this section covers issues concerning the positive and normative effects of trade policies, and the structure and economics of trade agreements. Special attention will be paid to investigating current policy issues such as the relationship between trade and the environment, trade and development, economic integration and trade, and the structure of international institutions such as the WTO. The second part of the course will be devoted to topics in International Finance. This section starts with explaining how international financial markets are structured and how currencies across countries relate to each other in foreign exchange markets. From this foundation, the course considers how government policies might help address objectives such as low inflation and full employment in a world with trade, as well as how policies might influence other countries through foreign exchange markets. Special attention will be paid to current issues such as the choice of exchange rate regime (e.g. fixed vs. floating exchange rate regimes), economic and monetary unions (e.g. the Eurozone), and role of international organizations (e.g. the International Monetary Fund).

ECO370 The Global Economy, Section 1 (Spring 2016)

He was very excited about the subject matter but sometimes he would get a little too ahead of himself. Extremely helpful and describes everything out really well.

Mihai is perhaps the best professor I have ever had at UK. Aside from Kalala at BCTCS, he is the best economics professor I have ever had at UK hands down. He knows his material, he can teach it well, and he wants to assure himself that everyone (who wants to understand) is on the same page with the material. I sincerely hope UK keeps Mihai around after he gets his PhD. I have had few professors that I can honestly say have made an impact on my life and the things that I have learned, but I can't stress how much I have learned about economics and business from Mihai. I also had Mihai for ECO 401 and he was awesome. I hope that aside from this feedback someone has taken the time to sit in class and watch how amazing this guy is in lecture and engaging with students. Great course and excellent professor. I hope more of Gatton's students get to take Paraschiv for higher level economics classes. Mihai is a fantastic teacher! One of the best I've had the pleasure of having in my time at UK. I can't think of any real weaknesses he has.

Keep up the great work!

Mihai is an awesome professor!! He is very engaging and explained things in a clear way that allows for students to easily follow him. This course had difficult content and Mihai did an amazing job of helping students understand. He is one of my favorite professors at UK.

ECO401 Intermediate Microeconomic Theory, Section 3 (Fall 2015)

"Great enthusiasm, super knowledgeable and wonderful at returning assignments on time."

"The instructor did a good job of trying to involve all students. He is very personable and worked well with students"

"Mihai is an excellent instructor! I feel privileged to have had the opportunity to take a course instructed by him. He has an unique way of relating the subject matter to "real world" scenarios and how they are applied. Moreover, Mihai does an excellent job relating to the students on a personal level that makes the class a joy to attend. The department will suffer a real loss, when he departs."

"He always encouraged us to participate and answer questions even if we were wrong."

"Great instructor, he brought a lot of energy to the class and taught the material in a very engaging way."

"Great at helping clarify topics and very helpful outside of class."

"He seemed to have the perfect combination of being relatable and also respectable as a professor. He was very understanding of students and this atmosphere made us pay attention in class as well as allowing students to feel comfortable with reaching out for questions or help in the class."

ECO202 Principles of Macroeconomics, Section 210 Online (Summer 2015)

"I think some of the notes could have been more detailed. There were quiz questions that seemed far out of left field compared to the notes we were given and the help from the textbook."

"He was a huge help to me the whole semester and always replied to my emails very quickly, overall an excellent teacher for this course."

"This class has been an absolute pleasure. Every time I email our professor with a question, I had a in depth response within 20 minutes. He was always willing to help me when I needed it. He also provided feedback on each quiz and homework which made it so much easier to understand what we got wrong."

"Would have been more convenient to open office hours a little bit longer, I wish I could've gone to more but had to work."

"I hate Mihai"

"He was fantastic! Fast at responding to issues, Flexible schedule, also answered any questions I may have had promptly."

ECO101 Contemporary Economic Issues, Sections 1 and 2 (Fall 2014)

"Great TA! Very understanding in situations involving homework and tests! I liked how he was available for office hours and such."

"Mihai is a very involved and passionate course instructor. I enjoyed the subject and experience of the class. His actions throughout the semester really showed his concern and preparation for his students' success."

"A very good professor! He is the best teacher I've had at UK so far."

"Tying in real world issues to concepts, showing us why concepts should matter to us, sense of humor, makes a subject that could be boring fun and engaging."

"He is a great professor who genuinely cares about the topic and wants all of his students to learn. He really sparked my interest in the subject. Also, he always grades assignments in a very timely manner and has never canceled class. I would strongly recommend him and this course to everyone, even if they aren't a business major."

"Mihai is very clear and personable in class. I enjoy his lectures."

"Mihai did a great job of explaining each concept thoroughly and making sure that the class understood everything. He also encouraged class involvement and made me feel really comfortable answering questions in a large lecture."

"Mihai is an excellent instructor and I cannot think of any areas where he would need to improve. He is very passionate about the subject and makes the class interesting. When he lectures you get the sense that he enjoys being there and teaching us. He is also incredibly helpful during office hours. If he is ever scheduled to teach any other classes, I will recommend him to my peers."

"Mihai made economics very interesting to me and made me consider pursuing a career in economics."

"Professor Paraschiv was an excellent teacher. He was kind and fair. Always extremely helpful when in need of help. It is obvious that he has extensive knowledge of the subject and that helps him answer questions effectively. He tends to move a little fast at some points during the lecture"

"Mihai Paraschiv is a very energetic teacher, who really encourages students response. He is by far one of the best teachers, full of life, and is always willing to help, no matter when, he always opens up time to help. He explains hard lessons in different ways so that everyone could understand."

"He is very enthusiastic about teaching and is very encouraging to his students."

"Mihai relates the topics that we learn in class to real world problems perfectly. Also is very helpful when asking questions about the course and the material."

"Great explanation of the topics and relations to real world issues."

ECO101 Contemporary Economic Issues, Section 10 (Summer 2014)

"Mihai is a great teacher. He has a real ability to present the material effectively and make it very easy to understand. He takes time to make sure every student understands and he is eager to help."

"He is a great instructor. Very well spoken and very welcoming. His strengths are his presentation skills, knowledge of the subject matter and effective communication skills."

"Mihai was such an amazing professor. Going into this class I was pretty nervous because it was my first business class, but Mihai explained everything in great detail and did it so effectively that there is no doubt when I say that he is the absolute best professor I have had thus far at the University of Kentucky. I hope to have him in my business classes in the future. He is a great asset to have at UK and should become a professor."

ECO202 Principles of Macroeconomics, Sections 6 and 401 (Spring 2014)

"Very smart, helpful teacher."

"Really like the class, wish we could have gotten to talk about global macroeconomics."

"I did not do so well in this class as I did in ECO201 but that's was not because of the teacher. He is an excellent teacher with lots of knowledge about the subject."

"Mihai was very good at presenting and explaining the material and presenting it in a way that was not overly complicated. The additional, graphs/notes/examples/illustrations that he used contributed to my understanding more than had he just used the slides only."

"One of the best instructors I had in college. Excellent!"

"Enjoyed the class and the professor. Relating class work to real life situations."

"Great job Mihai! I appreciate your approach and pace."

ECO201 Principles of Microeconomics, Sections 8 and 9 (Fall 2013)

"Great teacher, related lectures to the interests of the class."

"I enjoyed him and the class very much."

"Great professor and best professor at UK."

"Mr. Paraschiv is a fantastic instructor and I was glad to have him this semester. He makes the class enjoyable even when going through dull material."

"Loved this class and Mr. Paraschiv."

"Mihai is a great professor."

ECO201 Principles of Microeconomics, Section 7 (Spring 2013)

"Very nice instructor! Always available to help outside lecture and was willing to teach the material as many times as needed."

ECO201 Principles of Microeconomics, Section 8 (Fall 2012)

"He was really patient and took the time to explain the concepts. The quizzes were really helpful."

"Did great!"

"Good workload, fair tests."

"Instructor did a good job making the class fun and engaging. Good sense of humor and always willing to help."

"Wonderful teacher! Very kind and helpful."

Teaching Conferences

- University of Kentucky Economics Teaching Conference (2012-2015)
- Southern Economic Association (November 2015)
- Federal Reserve Bank of St. Louis Annual Professors Conference (November 2015)

Teaching Papers**"The Economics of Breaking Bad" (with Daniel F. Duncan and Steve M. Muchiri)**

Abstract: Following the recent trend toward new pedagogical methods aimed at connecting with today's economics students, we explore the economic principles which can be taught using the popular Breaking Bad television series. We perform an exhaustive examination of the entire series and document precise instances that can be used to convey important economic principles in the microeconomics curriculum. Breaking Bad provides the instructor with the opportunity to teach economic concepts using material that appeals to student's affinity for all things pop culture and includes interesting subject matter such as drugs and crime. We view the combination of interesting subject material and the use of video clips in the classroom as a way to foster an active learning environment in our economics courses.