

Summary of Teaching Experience

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Statement of Teaching Philosophy

My research and teaching interests are in Development Economics, Experimental Economics, Industrial Organization and International Economics. I value an interdisciplinary approach to teaching and research. My primary objective as a teacher is to prepare students to function effectively in an information economy. To this end, I assist them i) in gaining a working knowledge of the discipline that builds on their ability to think critically; and ii) in developing problem-solving strategies.

I believe a welcoming environment is determinant in facilitating students' learning and mastering of new concepts. Therefore, I strive to establish in my course a collaborative, safe and respectful environment that promotes learning and interaction. I consider that learning is maximized when lectures are clearly exposed, well integrated and stimulating. I make it clear to the students how and why we are going from the simplest models to the more complicated ones. Pedagogical tools used in my lectures include the projection of slides, board writing for further explanations, and class discussions. I believe any course should be tailored to the student audience. Because many students in my Introductory Macroeconomics course are not economics majors, I rely mostly on dynamic graphs, intuition and examples. Having international academic experience also allows me to provide different perspectives when teaching.

To assist students with developing problem-solving skills, I challenge them to find strategies to solve problems instead of simply reproducing the materials learned in class. To do so, I carefully choose homeworks and exams, which encourage students to go beyond class material. When teaching, I outline aspects of the process to analyze or solve problems in economics. I convey to them how they can relate economic tools and concepts to analyze and understand real world situations, in accordance with their specific background. I also believe team work is valuable for learning and professional development, so I encourage students to work in small groups. Group work helps students 1) develop managerial skills as they master time management through the coordination of schedules; 2) delegate tasks according to strengths and ability; and 3) utilize one another as resource to better grasp the concepts of the course. I believe the benefits of group dynamics to be crucial in developing a student's problem solving abilities.

I believe teaching should be interactive. Periodically, I poll students to gauge the pace of the course, their understanding, and the delivery of concepts. The responses are used to identify concepts that need clarification. Since teaching is a learning process, I highly value continual instructional improvements to deliver the best service I can to my students.

Teaching experience

Course taught

Introductory Macroeconomics Fall 2007

Courses in which I was a teaching assistant

Microeconomic Theory Winter 2006; Fall 2005 (Teaching Excellence Prize)
Introductory Macroeconomics Winter 2005

Teaching evaluations

Average score from teaching evaluations

Scores range from 1 to 4, with 1 being the most negative and 4 being the most positive

	Winter 2006	Fall 2005	Winter 2005	Weighted average
Number of respondents	7	14	34	
1. How available is the monitor?	3.5	3.9	3.7	3.73
2. How well prepared are the individual class sessions?	3.6	4	3.3	3.52
3. How interested was the monitor in his course material?	3.3	3.7	3.1	3.28
4. How clear were the monitor's explanations?	3.3	3.9	2.9	3.21
5. Generally speaking, how much did you appreciate the monitor's work?	3.4	3.9	3.1	3.34
