

A Teaching Statement

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I am a committed educator, and I bring the same passion and attention to student learning as I do to my research. I see creating interactive and impactful learning experiences as a core part of being an economist in academia. My teaching is research-led, drawing on current scholarship and, where appropriate, my own research to illustrate how ideas move from theory to evidence, and from evidence to judgment. My teaching philosophy is that students develop a complete understanding when they can connect theory to application. They should be able to explain an economic concept, identify its assumptions and limitations, and use evidence to interpret real-world outcomes. Because many economic decisions, particularly in commodity and financial markets, are made under uncertainty, I emphasise disciplined reasoning from assumptions to evidence and clear communication of implications.

In practice, I aim to teach in a structured and coherent way, with clear course outlines and learning objectives. I engage and challenge students through seminars and applied activities that locate what is learned in the classroom in a real-world context. I integrate interactive components into courses, including open-ended problem sets, case studies, and more substantive research projects that foster active learning and support students in developing confidence, independence, and professional judgement. Alongside technical competence, I aim to support students' professional and personal development by reinforcing integrity, respectful dialogue, and responsibility in how they approach evidence, disagreement, and decision-making.

My teaching spans market-facing finance (International Money and Finance; Portfolio Analysis and Management), quantitative methods (Econometrics), and core economic theory (Microeconomics and Macroeconomics) across undergraduate and postgraduate cohorts at the University of Essex, the University of Aberdeen, and BRAC University. I have also taught in dual delivery and online formats and use structured participation methods, including short diagnostics, polls, and breakout tasks, to support engagement and learning across diverse cohorts. These practices support inclusive teaching by widening access to participation for students with different backgrounds, confidence levels, and learning preferences.

In International Money and Finance (final-year undergraduate), I structure teaching around a clear sequence of assumptions, mechanisms, and application. We begin by setting out the core assumptions behind standard models of the global monetary and financial system and by mapping the roles of central banks, firms, and institutional investors in an open economy. I then develop the key mechanisms, including exchange-rate dynamics, interest differentials, and monetary policy transmission, using expected utility, currency speculation frameworks, and basic strategic reasoning as organising tools. This foundation allows students to analyse applied topics such as capital flows, currency crises, and trade imbalances, and to work through specific cases including exchange-rate determination, the balance of payments, and the role of international financial institutions. The aim is that students leave the module able to interpret global financial events by linking theory to evidence. To further deepen their understanding, I incorporate systems mapping as a tool for visualising the connections between microeconomic agents (such as firms and central banks) and macroeconomic feedbacks, helping students understand the dynamic interactions in the global financial system.

In the Investment Portfolio and Management module, I employ a role-play-based teaching approach, placing students in the role of investment managers responsible for designing portfolios based on hypothetical client profiles. This experiential method connects theoretical insights to practical decision-making, as students apply models such

as the Capital Asset Pricing Model (CAPM). I incorporate commodity futures markets where appropriate by asking students to evaluate whether commodities provide diversification benefits, inflation protection, or hedging value for particular client objectives, and to discuss the role of futures in gaining exposure and managing price risk. To foster engagement, I use real-time polls and short multiple-choice questions to check understanding and encourage active participation, particularly in online delivery. Each role-play is followed by group discussion and breakout-room work, where students compare strategies, provide peer feedback, and refine their analytical and presentation skills. Students conclude the exercise by producing a brief portfolio rationale that explains choices, risks, and trade-offs in clear language.

In Introductory Econometrics seminars (postgraduate), I teach econometrics as a toolkit for answering applied questions in economics and finance. We begin with measurement, descriptive statistics, and core inference, then move to regression as the main framework for empirical analysis. Students learn specification and interpretation, work with interaction terms, and address identification issues such as omitted variables and endogeneity. I place particular emphasis on converting regression output into an interpretable claim with stated assumptions and limits. Students practise this through applied R-based exercises using exchange-rate, asset-return, or household survey data, and leave the course able to produce and communicate evidence-based conclusions.

In Introductory Microeconomics and Macroeconomics, I develop students' intuition for optimisation and equilibrium by moving from consumer and producer theory to market structure, externalities, and basic general equilibrium reasoning. In macroeconomics, I connect short-run fluctuations to long-run growth and introduce dynamic thinking, expectations, and monetary and fiscal policy trade-offs. I then link these foundations to contemporary issues such as inflation, inequality, climate policy, and financial stability, so students can recognise how core models inform applied research and policy work.

I am committed to professional development in teaching, which is central to my approach as an academic. I completed a course at the Centre for Academic Development at the University of Aberdeen. In August 2021, I earned Associate Fellowship of the Higher Education Academy (AFHEA) in the UK, and I am preparing to apply for full Fellowship status in the coming year.

Mentoring and supporting students is a core part of my teaching. I set clear expectations and structured guidance at the outset of supervision, and I then adopt a more consultative role as students gain confidence and independence. This supports students in developing technical skills and independent learning habits, particularly for students who enter economics through different educational pathways. I have advised undergraduate and postgraduate research projects at the University of Leeds, the University of Essex, and BRAC University, and I have served as an internal examiner for MBA project reports at BRAC University. My tutorial teaching, marking responsibilities, and student support roles at Massey University, the University of Essex, and the University of Aberdeen have equipped me with a broad toolkit to support student progress.

At your institution, I would bring my strong background in delivering rigorous and engaging Economics and Finance courses, ensuring that students are well-prepared for academic and professional challenges. Many former students stay in touch, often highlighting how the analytical frameworks and concepts from my courses have supported their success in graduate studies and their careers in industry. My teaching prioritises critical thinking, quantitative analysis, and rigorous inquiry, equipping students with the tools necessary to navigate financial markets, economic research, and policy evaluation in both academic and professional environments.