Teaching Evaluation and Portfolio

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1. Summary

I am a Fellow of the Higher Education Academy (16 December 2020, reference PR206638) and received the Highly Commended Prize in the Department of Economics Excellence in Teaching Award for 2019–20 at the University of Manchester. I have taught for more than ten years at Manchester (Economics, the Global Development Institute and Alliance Manchester Business School) and as Senior Lecturer at the University of Ilorin, Nigeria. I now teach at the Manipal School of Commerce and Economics at the Manipal Academy of Higher Education (MAHE), where I developed and delivered the course Econometrics of Panel Data and Spatial Econometrics.

2. Teaching statement

Economics students must master a formal toolkit and judge when it applies. My teaching serves both aims and is refined through structured reflection.

Over ten years I have taught as Teaching Assistant, Teaching Associate, dissertation supervisor, eLearning support provider and academic advisor at the University of Manchester, and as Senior Lecturer at the University of Ilorin. The work spans Economics, the Global Development Institute (GDI) and Alliance Manchester Business School (AMBS), in classroom and online formats.

I reflect through Brookfield's (2017) four lenses: a teaching diary that asks whether students understood, whether the session helped them, what difficulties arose and what I would change; student feedback; feedback from peers and senior colleagues; and the pedagogical literature.

Going forward I will diversify activities and assessment (Bruff & Director, 2018): small-group discussion inside lectures, case studies in conceptual courses, presentations and debates that mirror workplace problems, and assessment options that reward understanding over rote recall. Students in several units asked for more group work, worked examples and links between methods and applications (Section 5), which points the same way.

3. Teaching experience

As Teaching Associate I led one-hour tutorials combining small-group discussion of readings, problem-set support and whole-class work, and I marked written and verbal assessments. The units are listed below.

Unit	Level	Focus
SOCS15001 Power and Value	Year 1	Tutorials; portfolio guidance
ECON10071 Advanced Mathematics	Year 1	Differentiation, Lagrangian optimisation, difference equations
ECON10151 Computing for Social Scientists	Year 1	Core IT skills
ECON10262/20262 Macroeconomics 2	Years 1–2	Growth, unemployment, inflation
ECON20021/30021 Microeconomics 3	Years 2–3	Game theory, demand, regulation, monopoly
ECON20022/30022 Microeconomics 4	Years 2–3	General equilibrium, uncertainty, information, market failure
ECON32221 Topics in Economic Growth	Final year	Final-year option
Economic History	UG	Seminars and tutorials; essay-plan feedback

I also serve as academic advisor to MA and MSc Economics students, supervise MSc dissertations (GDI and Economics), and have provided eLearning support and assessment in AMBS. At MAHE I also teach MSHE5106 Model Building Tools and Techniques (Excel and VBA) to Year 1 MSc Health Economics students, with slides, a lab manual and tutorial questions with worked solutions built around pharmacy and health economics examples.

3.1 Course developed and delivered: Econometrics of Panel Data (MAHE)

I designed and delivered Econometrics of Panel Data for the MSc Health Economics programme at the Manipal School of Commerce and Economics, MAHE, in Semester 1 of the 2026/27 session, and wrote its materials: Beamer lecture slides, R replication code, teaching datasets and, for some units, a replication manual. Examples and data come from Indian health settings, including an India health management information system (HMIS) teaching dataset of health facilities. The units documented here are listed below.

Unit	Topic	Materials
1	Introduction to panel data analysis in health economics	42 slides
2	Pooling cross sections across time and simple panel methods: Chow test, first differences, policy evaluation	44 slides
3	Regression with panel data: pooled OLS, least squares dummy variables, fixed and random effects, Hausman test	39 slides (Part A); 25 slides (Part B) on implementing the estimators in R with Stata equivalents
4	Nonlinear models for binary, multinomial and ordered outcomes: pooled and random-effects probit and logit, dynamic models	41 slides; R replication package
5	Spatial and time series panel data, in three sessions: spatial correlation, panel spatial models, dynamic panels	Slides for three sessions
6	Dynamic systems in panel data, in three sessions: unit roots, panel vector autoregression, cointegration, error correction, simultaneous equations	Slides for three sessions; 42-page R/Quarto manual with check questions, exercises and suggested answers

The Unit 6 manual is written for pharmacy students taking a health econometrics module and rebuilds every table in the slides from the data.

4. Evidence of teaching effectiveness

4.1 Student evaluations

The table reports the instructor-specific item, which only students I taught answer. "Favourable" means (mostly) agree or strongly agree.

Unit	Term	n	Mean	Fav.	School mean	Diff.
SOCS15001 Power and Value	S1	52	4.29	88.5%	4.31	−0.02
ECON20021 Microeconomics 3	S1	18	4.39	88.9%	4.31	+0.08
Economic History	S2	9	4.33	88.9%	4.23	+0.10
ECON10151 Computing	S1	25	4.24	80.0%	4.31	−0.07
ECON10071A Adv. Mathematics	S1	47	4.13	76.6%	4.31	−0.18
ECON10071B Adv. Mathematics	S1	4	4.00	75.0%	4.31	−0.31
ECON32221 Economic Growth	S1	5	3.80	60.0%	4.31	−0.51
All seven units		160	4.23	82.5%		

Four units lie within 0.1 of the School mean. Section A of Advanced Mathematics, the largest sample, is 0.18 below it. The two remaining units have four and five responses and cannot be interpreted. Unit response rates were 10.8–19.7% in Semester 1 and 13.8% in Semester 2, respondents select themselves, and the School mean averages all units and instructors, so it is a reference point and not a matched comparison. No gap exceeds 1.4 standard errors, so the data do not separate my results from the benchmark in either direction.

4.2 Student comments

The comments below are quoted verbatim and illustrate themes that recur across units; critical comments appear in Section 5. On problem solving, an Advanced Mathematics student wrote, "Tutorial Lecturer was good in addressing how to solve math problems. Also taught different ways on solving math problems."

On feedback, a SOCS15001 student wrote, “Worked through past samples which allowed us to identify errors and what to avoid.” A Microeconomics 3 student described me as “very friendly, does not move on unless he thinks everyone has understood.” An Economic History student wrote that explanations created “a peaceful environment within tutorials where people actually feel comfortable contributing all together.”

4.3 Peer review and recognition

Dr Kyriakos Neanidis observed a Macroeconomics 2 tutorial on production functions and cross-country income differences. Students had prepared multiple-choice questions beforehand, discussed in small groups why each option was right or wrong, and presented solutions at the whiteboard. He answered yes to all 16 criteria and judged that all aspects of the teaching reviewed were of very high quality. He noted that students knew what to do on entering without instruction, that I moved between groups, and that I used hints to lead students to answers. This is one session seen by one colleague, so it documents design and delivery and not learning outcomes.

5. Responding to critical feedback

Evaluations are data with limits. The responses below state intentions and follow the plan in Section 2.

Theme	Evidence	Response
Pace and clarity	One SOCS15001 student found my pace both too slow and too fast, and two Advanced Mathematics students reported difficulty making questions understood. A Microeconomics 3 student wrote that I do not move on until everyone understands.	Checks for understanding at fixed points; written step-by-step solutions after tutorials.
Tutorial format	Advanced Mathematics students disagreed on whether tutors or students should lead.	State each format's purpose; combine tutor-led solutions for hard questions with structured group work.
Class management	One Computing comment said disruption was not addressed.	Set participation norms early and act promptly.
Written feedback	One SOCS15001 student called my feedback vague, and others called it extremely useful. Unit-level feedback scores fell below the School mean (4.08) in five of six units.	Criteria-referenced feedback with specific targets, illustrated with sample work.
Application and collaboration	Students asked for clearer links between methods and economic applications, and for more group work.	Case studies and small-group problem solving, as planned in Section 2.

6. Teaching contribution

My record supports teaching in microeconomic theory, mathematical methods, computing and quantitative modelling, panel data econometrics, macroeconomics and growth, and economic history. My research on development, conflict and political economy in Africa, particularly Nigeria, and in empirical econometrics supports applied courses and dissertation supervision.

Note. Statistics are transcribed from the reports. The pooled mean weights units by instructor-item responses, and standard errors use each report's standard deviation.