

**TEACHING STATEMENT**

My ambitions as a teacher are to contribute, to inspire, and to learn. Teaching is a direct means to contribute to the field of economics. Our students are avenues through which economics impacts on the world outside academia. The better we teach our students, the more constructive their impact will be. What we teach is a measure of where we are as a profession.

Addressing this task requires that we teach to individuals, getting to know our students' personal needs. This allows us to develop the strongest students who may become our academic colleagues. It also creates a safety net for those who struggle, by ensuring we provide them with more defined steps of study.

Teaching microeconomics at the undergraduate level required me to respond to varying aptitudes with mathematics and economics. I held regular pop-quizzes to ensure students reviewed basic concepts, and started each lesson with a review of foundations of the material to come.

Being passionate is key to teaching in a way that is accessible to individuals of varying abilities and levels of interest. My passion for economics and econometrics arises from their having both philosophical foundations and practical applications. Bringing across both of these aspects of our subject allows students to anchor their reasoning in clear assumptions, and to see how those assumptions help us better understand the world.

In co-designing a course on research methods for graduate students, I included sections on both the foundations of good research as well as the most practical applications. This ensured both breadth and depth in students' preparation for their research.

The impact of a good teacher is long felt by his students, because he changes how they understand their subject and the world around them. I do this by guiding them to question every aspect of a theorem or an estimator, and relating it either to my own research, or to the work with which they are most familiar. I show them my own Stata code. I challenge them to do their own research. Where appropriate, I have them look through real-world articles and apply the concepts they have learned to analyze the issues they encounter.

Teaching with passion stimulates students, and brings out their best questions and insights. Being receptive to their ideas exposes the current state of economics to fresh perspectives. This makes for the most productive relationship that a teacher and student can have. It reminds me to question the fundamental assertions about the field. Constant review of these assertions is a crucial part of the robustness of my own approach. Thus, being passionate and receptive helps me learn from my teaching.

As such, my courses are as much conversations as lectures. I ensure every student contributes to the others' learning, led on each step if needed. This pushes me to have a strong grasp of the subjects I teach. I am honest when I meet a boundary and I invest to overcome it. When I designed and taught a course in statistics for officials of Nigeria's National Bureau of Statistics, I was pushed to understand new methods in survey research and design, leading me to become a better teacher and researcher.

**Prizes**

Department of Economics Outstanding Teaching Assistant Award, 2011

Department of Economics Outstanding Teaching Assistant Award, 2012

Department of Economics Outstanding Teaching Assistant Award, 2013

UCL President's Teaching Awards, Student Choice for Outstanding Teaching, 2013

**Grades (out of 5)**

	2010	2011	2012
	Micro/ economics	Econometrics	Econometrics
I was satisfied with the help I received from my tutorial class teacher	4.69	4.86	4.67
My class teacher was approachable and/or responsive to questions	4.64	4.9	4.67
My class teacher's exposition was good	4.69	4.81	4.67
There was opportunity for student participation	4.79	4.9	4.67
I received constructive feedback on my assessed work for this module	4.28	4.81	4.53
Feedback on assessed work was always prompt	4.28	4.81	4.6

**Feedback (all comments received)**

- Great tutor, very thorough explanations and cared about our understanding and participation
- Dan Rogger was great, best part about the course.
- Dan is one of the best tutors I've had at UCL - he clearly demonstrates a deep understanding of his topic and is passionate about his work.
- Over the three years I have been studying economics, Daniel has by far been the best tutor I ever had. He also clarified a lot of things the lecturers did not (for instance the connection between the first half and the second half of the course)
- Best TA I ever had
- Excellent tutor best in UCL
- Mr Rogger was by far the best tutor that I have had at UCL. He is passionate about the subject and was a very good teacher, explaining everything clearly and continuously ensured that the class understood everything properly.
- Some of the very best tutorials I have ever had!
- Attending these tutorials made me anxious as the tutor would ask us individual questions - made it more difficult for me to learn as I was constantly worried about whether I would be asked the next question rather than focusing on the material.
- Mr Rogger is a really good tutor and helped me a lot in the course. He explained the material clearly and replied to email promptly.
- The best tutorial teacher I have had at UCL.

- Mr Rogger is the best tutor I have thus far in the whole of my undergraduate study. He is always asking questions in class and motivates and guides us through to the answers. He is very approachable and always answers emails and queries promptly. He always has time for his students and made learning Microeconometrics as practical (close to real-life) as possible.
- Classes were ALWAYS INTERESTING!
- Dan should write the word bigger as the tutorial classroom is not small, I found it hard to read his handwriting sometimes.
- Very clear in explaining the tutorials. Always ensuring that every student understands and participates in class. Excellent teaching assistant.