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Pædagogisk ide og grundsyn

I usually teach either Microeconomics or Game Theory (or some related classes) at both undergraduate and graduate levels. Microeconomics consists in understanding the maximizing behavior of economic agents and the outcome of their interaction in the market economy, while Game Theory consists in understanding the outcome of strategic interactions between rational agents. These topics are rather theoretical and usually involve mathematical tools, which are not necessarily easy to understand. In some cases, they can also be quite abstract, even though they are often grounded in everyday applications. For these reasons, my teaching philosophy is driven by two main principles: 1) making the content as clear and easy to understand as possible and 2) generating students' interest and showing enthusiasm for the topic. My first objective is clarity: how to best introduce and explain the various concepts covered in class. When preparing a class, and thinking about how to explain a given concept, my usual approach is to go back to how I understood the concept myself when I was first exposed to it, either as a student or while reading the textbook. This helps me detect potential hurdles and difficulties, decide how much time to spend on various aspects, and be as efficient as possible in my teaching. Having my own intellectual journey in mind helps me structure the presentation and provides a clear path towards students' successful understanding. If students are willing to participate I try to involve them as much as possible so as to build a form of (structured) conversation. This prevents students from falling asleep and helps me detect unforeseen difficulties in students' understanding. If they are not willing to participate (which is often the case), I usually try to involve them by having a rhetorical conversation with myself. I believe the "questions-answers" format to be very helpful for understanding difficult concepts. It also helps slow down the pace of the class, which can sometimes be difficult to avoid if the teacher speaks without being interrupted. The nature of the classes I teach requires that I spend a good amount of the class talking. However, I also use an array of complementary activities to help students reflect on what I have just explained, either with group discussions or online polls. I believe this helps students remember more effectively and foster understanding. My experience is that having students reformulate the concepts in their own words and exchange between themselves is very beneficial.

My second objective is to create enthusiasm for the topic. Often times, students are quite discouraged, either because of the mathematical difficulty or because they find the subject tedious (which is sometimes the case). I believe it is much more difficult to engage students (both in and outside the class) if they do not feel interested or motivated by the topic. My response is to adopt a very enthusiastic style to convey excitement, whether I am introducing a given topic, explaining a theoretical concept or interpreting an important result. For example, a fundamental result in microeconomics is the so-called First Welfare Theorem, which states that the decentralized (market) economy is always efficient. This result can sound dull if stated blandly. However, it is essential and has wide ranging consequences for how we ought to organize our society. I thus try to show my enthusiasm by insisting on how remarkable and surprising is the result. I also insist on the limitations and qualifications that need to be satisfied for the result to hold. Another response to students' lack of interest is to come up with exciting and surprising applications and examples. This is particularly appropriate for the Game Theory classes where most of the concepts can be illustrated with very varied and sometimes unexpected situations. I have found this to be particularly helpful in getting students' attention, and I very much intend to keep looking for such interesting examples.

As a young professor, I believe it would be a bit dishonest to say that my teaching actually follows a very precise teaching philosophy. I do have certain guiding principles (as described above), but they are not the result of a well thought process. Rather, they came to me naturally and instinctively, and reflect my own personality. However, I believe that as I grow older and increase my teaching experience, I will slowly build a more thorough and complete teaching philosophy that will be centered on how to help students learn in the best effective way. I think the Lecturer Training Programme has been very beneficial in this regard, especially the supervision sessions and the discussions with both supervisors have helped me reflect on my own teaching practices and gave me very useful feedback. I will keep their recommendations in mind when preparing my future classes.

Pædagogiske kompetencer

2018
2018
2016
2015

Undervisning og vejledning

Advanced Microeconomics

Sudhölter, P., Tierney, R. & Treibich, R.
01/09/2013 → ...

Advanced Microeconomics

Sudhölter, P. & Treibich, R.
01/09/2018 → 31/01/2019

Institutional Economics

Treibich, R.
01/02/2015 → 30/06/2015

Introduction to Cost-Benefit Analysis

Treibich, R.
01/09/2018 → 31/12/2019

Introduction to Cost-Benefit Analysis

01/09/2019 → 31/01/2023

Strategi og markeder

Borowiecki, K. J.
01/02/2014 → 30/05/2016

Strategi og markeder

Treibich, R.
01/02/2018 → 30/06/2020

Strategi og markeder

Treibich, R.
01/02/2019 → 31/08/2023