

Abiodun M. Musbaudeen

Department of Economics
Binghamton University (SUNY)

Phone: (607) 760-7889
E-mail: amusbau1@binghamton.edu
Website: abiodunmusbaudeen.com

Teaching Statement

Introduction

I enjoy teaching and the opportunity to help students make sense of ideas they initially find difficult. I care about their progress, and I see time spent answering questions and revisiting explanations as an essential part of teaching. Across introductory courses and advanced topics, I encourage students to question assumptions, explain their reasoning, and apply economics to real-life situations.

At Binghamton University, I taught **Statistical Methods in Summer 2025**. My teaching assistantships span introductory and intermediate microeconomics, introductory macroeconomics, econometrics, and data analytics. In Introduction to Econometrics, I also lead R instruction. I am prepared to teach these areas, managerial economics, development economics, and applied electives in causal inference and panel data.

Teaching Philosophy

I connect intuitive explanations with formal methods and practical applications. My standard for understanding is that students can explain a concept in their own words, work through its reasoning, and interpret the result. I use their responses to judge when to revisit a foundation and when to move to an application. This approach makes students' understanding central to the pace and sequence of my teaching.

Regular practice and accessible support are essential to that process. Following a worked solution and solving a problem independently make different demands on a learner. Students need time to attempt a task, identify a difficulty, and seek help. They also need ways to revisit an explanation at their own pace and discuss ideas with classmates.

My industry experience informs the importance I place on interpretation and communication. At First Bank of Nigeria, I developed models of customer dormancy and transaction-channel choice to support retention and service decisions. At Konga, I led a data science and engineering team and translated customer-segmentation findings into recommendations for management. These roles required making analysis useful to others. I bring that expectation to teaching by emphasizing clear explanations and documentation that another person can follow.

My research on productivity and technological change in Nigerian banking, published in *Economic Modelling* (2026), offers an application for connecting theory, estimation, and interpretation. Its public replication code provides material for future reproducibility exercises.

Evidence

In Introduction to Econometrics, students struggled to derive ordinary least squares (OLS) estimators and prove their unbiasedness and consistency. I returned to the foundations, deriving the estimators through least squares and the method of moments. I then worked through the proofs, explaining the assumptions each required. I asked students to explain the reasoning back to me and followed this with in-class exercises in which they derived the estimators themselves. Their explanations and derivations gave me evidence that they understood the steps we had discussed. Once they demonstrated that understanding, I moved to real-life policy applications and hypothesis testing. I also organized extra classes and additional office hours to provide more time to work through difficult concepts.

I reassure students that they should not feel nervous about answering questions and tell them that there is no wrong answer when we are working through ideas together. Each response gives us a starting point for examining our reasoning and learning from mistakes. With this reassurance, most students raise their hands to answer my questions, and I call on students at random to share their reasoning.

Student feedback has helped me understand the value of asking students to explain their reasoning. One student wrote, “I know some students don’t like being called on at times (even myself), but I do think it is extremely helpful since most students are confused and just don’t speak up. So with the random calling it does help us go over things that we need help with and are too nervous to talk about.”

I assigned weekly homework and provided additional practice questions so students could work on the material throughout the course. To support this independent work, I created online lecture videos on course topics and difficult concepts and uploaded my slides and lecture notes. Students could pause a recording at a difficult step and revisit the explanation alongside their notes. These resources provided a way to return to an idea when questions arose after class.

I also created an online collaboration platform where students could discuss difficult concepts with classmates before bringing unresolved questions to me. This gave them a setting to articulate a question and consider another student’s approach. Flexible office hours and encouragement to reach out complemented that space with individual support.

In microeconomics, I ask students to predict the effects of a tax, work through the graph, and explain the result in words. The task connects an economic argument to its graphical representation. In R instruction, I work through practical examples linking data preparation, estimation, and interpretation. I explain the econometric ideas alongside their application in the lab, and students work with reproducible scripts. This connects the course concepts to the steps of an analysis and supports the habits of documentation and communication that I value in professional work.

It is rewarding to hear that my support has made difficult material more manageable. As one student in ECON 466 wrote, “I have to thank you for this amazing semester. I have to say, the first day when I sat in class - I thought this was going to be one of those courses in which I would have to teach myself. Though it was partly true, you made the job real easy.”

Conclusion

I aim to equip students with the confidence to engage with economics and the judgment to examine economic problems critically. Across statistics, microeconomics, and econometrics, I combine rigorous reasoning with accessible explanations and practical applications. Solving a technical problem is one part of that learning. Students also need to explain why a method fits the question, when its assumptions are reasonable, and where its conclusions are limited. Through this approach, I work to develop independent thinkers who reason from first principles, communicate their ideas clearly, and approach unfamiliar economic and policy questions with confidence and sound judgment.