

As an applied microeconomist specializing in labor, I am passionate about teaching economics and inspiring the same curiosity that led me to choose this field as my career path. My teaching philosophy centers on equipping students with an understanding of economics that enables them to apply it to real-world situations and become more engaged citizens.

Economics, at its core, is about decision-making and trade-offs in a world with scarce resources. I strive to impart these principles to students, who are themselves making constant decisions and trade-offs, enabling them to eagerly investigate and navigate the world. Moreover, economics provides a useful toolkit in our increasingly interconnected world, offering instruments like critical thinking and quantitative analysis that build upon students' existing knowledge and guide them towards higher levels of thinking and application.

To achieve these goals, I employ numerous active learning strategies:

- **Inclusive classroom environment:** I take initiative in creating a space where students feel comfortable asking questions and engaging in discussions.
- **Relevant examples:** I cultivate class exercises using current news stories to stimulate lively discussions, helping students understand economic principles in context.
- **Group activities:** I use and develop games and jigsaw activities on topics such as crime and policing to engage students with important economic ideas. For example, I designed a class activity to illustrate the concept of negative externalities.
- **Problem-solving sessions:** Believing that students learn best by doing, I dedicate a portion of class time to solving economic exercises together.

These activities have been well-received by my students, as evidenced by this evaluation comment: "The strengths of this class were the analogical activities we did in order to learn the material better."

I have taught Urban Economics and Principles of Microeconomics, both online and in-person. For Urban Economics, I developed a curriculum covering a wide range of topics to incentivize engagement. In all my courses, I focus on honing students' critical thinking and quantitative analysis skills, preparing them not only for exams but also for their careers and navigating the world.

My approach to teaching is influenced by my own experience as an undergraduate at a large public college. I benefited greatly from professors who ensured student understanding, encouraged questions and in-class participation, and used office hours to further expand our knowledge. I strive to emulate these qualities in my own teaching.

To assess student learning and improve my teaching, I regularly solicit feedback from students and reflect on the effectiveness of my methods. I use this information to continually refine my approach and ensure that students leave my classroom with a deeper understanding of the world than when they entered.

In conclusion, my goal as an educator is to share my enthusiasm for economics while fostering an environment where students can approach the material with their own unique perspectives. The positive teaching evaluations I've received reflect my commitment to this goal and my ongoing efforts to enhance student understanding and engagement with economics.

Courses Taught and Evaluations

I have taught Urban Economics (Tulane University) and Microeconomic Principles (University of Houston), both online and in-person. Below is a summary of my teaching evaluations from both institutions.

Summary of Quantitative Evaluations

At the conclusion of each semester, students are encouraged to submit evaluations for their enrolled courses. Students rated the overall teaching quality and course quality on a scale of 1 to 5 (with 5 being the highest). The table below presents average scores for my courses along with departmental averages.

Evaluation Statistics (N = 139)

Course	Instructor's Overall Teaching		Course Quality Overall	
	Hadah	Department Average	Hadah	Department Average
ECON3320 (Tulane)	4.51	4.49	4.49	4.51
ECON2304 (Houston)	4.25	4.22	4.2	4.15

Selected Comments from Student Feedback

Professor Hadah is a wonderful professor who is very flexible to his student's needs. Often has long lectures but attempts to keep the class engaged.

The strengths of this class were the analogical activities we did in order to learn the material better. For example, we did the materials trade activity while learning about the impact of trade.

Professor Hadah is clearly knowledgeable on the course material and how to teach it. He made sure that the course was accessible, engaging, and had real-world applications.