Teaching Portfolio

Matthew Hampton*

Contents

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Main Sections

1 Teaching Summary

I first developed a passion for economics while taking courses as an undergraduate student. My first courses in economics were well taught by individuals that value the practice of instruction. My enthusiasm for economics and teaching has not diminished as a graduate student, and I strive to uncover the same passion for understanding in my students that my mentors brought out in me. In a complex and ever-changing world, there exists the constant need to analyze and evaluate complicated issues. In my own desire to continue to learn and better understand how the world works, I remain committed to further developing my abilities as an instructor and a mentor to my students.

As a doctoral student at the University of Alabama, I have accrued a significant amount of teaching experience. In total, I have taught four courses as the primary instructor. I have been fortunate to have the opportunity to teach our department's senior-level field course in Health Care Economics two different semesters (Fall 2016 and Fall 2017). The course, which is at the cross-listed undergraduate/master's level, is an investigation of the American health care delivery system using microeconomic tools. In my two Fall semesters with the course, I have had 62 and 86 students, respectively. In Fall 2016, I received recognition by the dean for teaching excellence of health care economics. I have twice taught Intermediate Microeconomics (Spring 2016 and Spring 2017), with enrollments of 30 and 43 in each section. In Spring 2017, I was a departmental nominee for Student Employee of the Year.

To supplement my experience teaching at the collegiate level, I have taught The Mathematics of Money to exceptional teenagers at Johns Hopkins Center for Talented Youth (Summer 2017). This course, taught at Roger Williams University in Bristol, Rhode Island, had an enrollment of 15 students. While teaching college-aged students is quite challenging, working with youth brings about a whole different set of obstacles. While many gifted teenagers have already developed the economic intuition of an average college student, they have not yet reached full levels of emotional and social development. Additionally, as most teenagers have not yet had exposure to calculus, it can be difficult to provide a curriculum that is both economically rigorous and age-appropriate. My experiences teaching at the Center for Talented Youth enhanced my understanding of what it takes to convey complicated information in a manner that is relatable to a young audience. Not only was the program extremely rewarding, but it helped me to improve as an instructor at the college-level.

I have also undergone formal teacher training at Barnard College, Columbia University as a CORE-Teagle-Fellow. CORE-USA is a project developed by economics faculty members all over the world aimed to improve the quality of teaching of economics principles courses. Following a generous grant from the Teagle Foundation, a series of workshops were developed by economics faculty members at Barnard College. I was fortunate to be selected through a competitive application process to be a participant in their 2017 workshop. The overall mission of CORE is to create a cadre of confident, new, networked Ph.D.s that are dedicated and excited to make teaching a central focus of their careers. My main responsibilities at the workshop included developing and reviewing new material for CORE's ebook, *The Economy*, which offers a unique and exciting source of material for principles economics courses. I plan to use CORE's material as I teach my first introductory courses in the future.

2 Teaching Philosophy

Persevere, that is what students need to learn to do in order to find success in life. During my undergraduate years as a scholar within the Ronald E. McNair Program, I worked extensively with colleagues of diverse and underrepresented backgrounds. As a first-generation college student from a low-income, rural background, I believe that education is a valuable means to end cycles of poverty. Though my parents never attended college, they always stressed to me the importance of education. Just as they were pillars of motivation for me to continue to pursue my academic dream, I strive to be a pillar for my students. I know that a classroom will contain students from a variety of different upbringings and viewpoints. It is my goal as an instructor to facilitate collaboration between students of varying backgrounds. I stress to students that education is important not only for the development of human capital, but also as a landscape of acceptance, networking, and friendship.

My McNair Program experiences were invaluable to my development as an educator, and I hold strongly to the belief that all individuals should have equal access to higher education. For these reasons, I foster an inclusive approach to teaching, and I attempt to engage students early and often through the progression of a course. I set very clear expectations for my students at the beginning of each term. Communication is crucial in any work environment, and the student-teacher relationship should be one of complete clarity and understanding. My goal is always to build students' economic foundation by starting at the ground level. Without a foundation of economic principles, a student cannot reach more advanced levels of understanding.

To overcome obstacles in the real world, students need to develop critical thinking skills to understand economic situations. I teach students that as economists, our goal is to develop an understanding of the complex issues of the world. We attempt to do so by constructing a model that may explain what we believe to occur in various real world situations. Much like a painting on a canvas, our models are never perfect depictions, yet merely simplified representations of reality. Through the creativity involved in an elegant work of theory, to the rigor of testing a model using applied econometrics, economics provides two outlets to analyze questions of interest. I urge students to appreciate the fact that economic analysis is not perfect, but a properly parameterized theoretical model or a correctly specified empirical model can achieve a result that is close enough to the truth of the world to gain valuable insight. I have been fortunate to teach courses on both theory and empirics. Having experience teaching courses along both lines of the economics spectrum has allowed me to better develop a sense of the issues that many students face in grasping economic concepts.

I believe that it is my duty to do the best job of conveying economics in a manner that is not only rigorous, but also relevant to the state of the world today. Students need a toolkit to understand events within the modern world. With this toolkit, they are better prepared to be productive and informed citizens. It is no surprise that many students struggle with the rigors of economic analysis. While some rigor remains necessary, I try to only teach tools that are directly applicable to our lives. The world is interesting, and it can be used as motivation for students to study economics. Just as my Principles of Macroeconomics professor led me to fall in love with the discipline, I strive to do whatever it takes to spark students' interests. I often incorporate my own research on Attention Deficit Hyperactivity Disorder (ADHD) into my health care economics curriculum. ADHD is a condition with which most students are very familiar and believe to be quite interesting. I find that students appreciate the importance of data driven research to solve problems in the real-world.

I am prepared to teach any courses in principles or intermediate economics, health economics, public policy, or as needed. As someone who has been exactly where many of my students are, I will do my best to provide an exciting and rigorous education while contributing my knowledge and skills as part of the economic faculty. I believe that I possess the ability to inspire students to not only learn economics, but to persevere and overcome challenges in life.

3 Professional Development

I actively seek to continue my growth as a teacher of economics. To strive toward this goal, I was a participant in CORE-USA's inaugural teaching workshop at Barnard College Columbia University in New York. In 2013, with funding from the Institute for New Economic Thinking, University College London, Friends Provident Foundation, Azim Premji University (Bangalore) and Sciences Po (Paris), a group of economists created CORE, the Curriculum Open-Access Resources for Economics. CORE is a community of learners and teachers collaborating to make economics accessible and relevant to today's problems. At the center of the initiative is an interactive ebook, *The Economy,* which is empirically motivated and based on a wide range of historical, geographical, disciplinary, and methodological perspectives. CORE's vision is that economics should be an inquiry into the fundamental problems facing humanity today and the ways that economic reasoning can address them, not just a training in abstract problem solving.

Until recently, CORE's outreach has primarily been abroad, however following a generous grant from the Teagle Foundation, economists at Barnard College have developed CORE-USA. I was fortunate to be selected as a participant in the inaugural workshop, and as a CORE-Teagle Fellow I received invaluable mentorship from a diverse group of experienced and successful teachers of economics. As a workshop participant, I engaged in two working groups that reviewed sections of the ebook and provided feedback on both the nature and quality of the content. My groups focused on the Microeconomics and History of Economic Thought portions of the text. I believe that CORE has a great deal of potential to become widely used within economics. CORE's motto is to teach economics as if the past 30 years has happened. The fact that the writers of CORE always strive to keep the text as modern and up-to-date as possible ensures that it will continue to spark the interests of undergraduate students. The inaugural CORE workshop was an incredibly well-organized and rewarding experience. I plan to continue to participate in the annual workshop in years to come.

Appendices

A Student Evaluations Summary

Student Evaluations, University of Alabama

Course	Intermediate Microeconomics	Health Care Economics	Intermediate Microeconomics	Health Care Economics
Semester	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Role	Instructor	Instructor	Instructor	Instructor
# of Students	30	62	43	85
Instructor Overall	4.67	4.81	4.61	4.73
(Department Average)	(4.14)	(3.80)	(4.19)	(3.75)
Course Overall	4.46	4.52	4.32	4.23
(Department Average)	(3.97)	(3.80)	(3.93)	(3.45)
Well Prepared	4.79	4.92	4.86	4.87
(Department Average)	(4.47)	(4.50)	(4.49)	(4.25)
Easily Accessible	4.75	4.79	4.64	4.77
(Department Average)	(4.32)	(4.00)	(4.34)	(4.10)

University administered student evaluations are available upon request

Selected Student Comments:

"By far one of my favorite professors! I loved all the research we discussed in class and have a way better understanding of health care. Overall, great academic experience."

"Any student would be lucky to have Mr. Hampton for Health Economics. He works hard to make sure his students learn the material; you can tell he cares about teaching. We are fortunate to have him at UA."

"Professor Hampton is one in a million in the economics department at UA. I have zero complaints about Professor Hampton, only that he should teach more courses because he is by far one of the best economics professors I've had."

"Mr. Hampton is an absolutely phenomenal professor. I have noticed that since taking this course, I am much more proficient at reading economics research as well as general academic literature."

"Matt is a lovely professor. He's a breath of fresh air amidst the typical old, stodgy, droning economics professors. He's new to teaching, but he does a great job teaching the material. I would take him again."

B Health Care Economics Syllabus

EC 483/597

Health Care Economics

TR, 11:00 am - 12:15 pm, 20 Alston Hall (AB)

Instructor: Matthew Hampton

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Office Location: 246 Alston Hall (AB)
Office Hours: T 1:00 pm - 3:00 pm
W 10:00 am - 12:00 pm

Course Description: This is a senior-level field course designed to investigate the microeconomics of the American health care delivery system. The course focuses on the demand for and supply of health care services and emphasizes the efficiency and equity characteristics of the system. Students should develop an understanding of the economics of health and health care along with an appreciation of the role of policy analysts in the evolution of our health care system. Lectures will follow the textbook closely, however will utilize ideas from various academic journal articles. I encourage you to attend class and to actively participate in class discussions and to ask (relevant) questions. Studies show that grade performance in *any* collegiate-level course is highly correlated with attendance and participation.

Prerequisite(s): You should have successfully completed EC 308. EC 471 is also recommended as an exposure to regression analysis will be useful in understanding the material.

Suggested Textbooks:

Folland, Sherman, Allen C. Goodman, and Miron Stano. *The Economics of Health and Health Care.* Seventh Edition. New Jersey: Pearson Prentice Hall.

Kennedy, Peter. *A Guide to Econometrics.* Sixth Edition. Wiley-Blackwell Publishing.

ADA Policy: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at 348-4285 (202 Research Drive). After the initial arrangements are made with that office, please contact the instructor.

Evaluation:

Midterm 1:	25%
Midterm 2:	25%
Homework/Quizzes	15%
Project	35%

Letter Grade Distribution:

>= 97.00	A+	77.00 – 79.99	C+
93.00 – 96.00	A	73.00 – 76.99	C
90.00 – 92.99	A-	70.00 – 72.99	C-
87.00 – 89.99	B+	67.00 – 69.99	D+
83.00 – 86.99	B	63.00 – 66.99	D
80.00 – 82.99	B-	60.00 – 62.99	D-

Course Policies: Quizzes will occur randomly and makeup quizzes will not be offered. Any missed exam must be accompanied with a verifiable written excuse complete with appropriate contact information of the person issuing the excuse (i.e. name, phone number, etc.). Makeup exams will not be offered under most circumstances. According to university rules an exception can me made to the no makeup exam policy if you are able to provide a university sanctioned reason for missing the exam (i.e. attending a sporting event as a student athlete, etc.).

Format of Midterms: Exams will consist of problems requiring short answer, long answer, or mathematical/graphical responses. Midterm #1 will be held on Thursday, October 5, and Midterm #2 will be held on Thursday, November 16. Further information regarding midterms will be communicated in class as the course progresses.

Participation: Class participation can aid in not only your understanding of material, but also your classmates'. Moreover, class participation creates a more engaging and enjoyable classroom environment. That being said, students should not dominate class discussion and make sure to give other individuals the opportunity to participate.

Academic Integrity: Students are expected to abide by the University of Alabama Code of Academic Conduct. Violations of this code will result in a grade of "F" in the course. The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation, harassment, hazing, possession of controlled substances, and possession of alcoholic beverages.

Plagiarism: Student Handbook Definition: Representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own. There are at least two types of plagiarism you need to be aware of as you prepare your course

1. Wholesale copying of another's work, or submission of a paper which is wholly or largely the work of another.

2. Pulling material together from various sources without both paraphrasing the material (substantially transforming the material into your own words) and giving a clear citation to your source. If you use a word-for-word quote, you must use quotation marks and cite the source. While some direct quotation is acceptable in a paper, I want to see your own writing; a paper which is largely a series of direct quotes in unacceptable. This means that in general, when you draw on sources directly, you must transform the material by putting it into your own language and citing your sources.

If you are caught engaging in plagiarism, you will receive a grade of "F" in the course.

Project: You each will be assigned to a group and will participate in a group project.
The overall goal of the project is to enable you to become familiar with a piece of academic literature from the field of health economics. My recommendation is that you choose a research article (this article must be approved by me). Once you have chosen an article, each group will write a 10-12 double-spaced page critique of the article along with a proposal of an extension of the work. Margins should be 1" and you

should use Times New Roman, 12-point font. At the end of the semester, each group will conduct a 10 minute presentation of their work.

I know that some of you are more ambitious and may wish to embark on your own research study using observational data. This is also acceptable as long as the topic of the project is health related and approved by me. I am here to assist you if you wish to learn about working with data (this may be particularly useful for those of you who wish to pursue graduate-level studies).

Tentative Course Outline: The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Tentative Course Outline

Week	Content
Week 1	• Health Outcomes – FGS Chapter 1 – Einav, Liran, Amy Finkelstein, and Atul Gupta. "Is American Pet Health Care (Also) Uniquely Inefficient?" American Economic Review: Papers and Proceedings, 2017, 107(5): 491-495. • Welfare Economics – FGS Chapter 18 – Arrow, Kenneth Joseph. "Uncertainty and the Welfare Economics of Medical Care." American Economic Review, 1963, 53(5): 941-973.
Week 2	• Health Production – FGS Chapter 5 – Schoder, Johannes, and Peter Zweifel. "Flat-of-the-curve medicine: a new perspective on the production of health." Health economics review, 2011, 1.1 : 2. • Health Demand – FGS Chapter 7 – Wagstaff, Adam."The demand for health: theory and applications." Journal of Health economics, 1986, 5.3: 195-233.
Week 3	• Grossman Health Demand – Grossman, Michael. "On the concept of health capital and the demand for health." Journal of Political economy, 1972, 80.2: 223-255. • Classical Linear Regression – Kennedy Chapter 3

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Tentative Schedule – Continued from previous page

Week	**Content**
Week 4	• Inferring Causality • Health Insurance Theory

Week 5	• Demand and Supply of Health Insurance
	  – FGS Chapter 8
	• Imperfect Information in Insurance
	  – Rothschild, Michael, and Joseph Stiglitz. "Equilibrium in competitive insurance markets: An essay on the economics of imperfect information." The quarterly journal of economics, 1976: 629-649.

Week 6	• Midterm 1 Review • Midterm 1, Thursday, October 5.

Week 7	• Employer-Provided Health Insurance
	  – FGS Chapter 11
	• Health Insurance Experiments
	  – Manning, Willard G., et al. "Health insurance and the demand for medical care: evidence from a randomized experiment." The American economic review, 1987: 251-277.
	  – Finkelstein, Amy, and Sarah Taubman. Bill Wright, Mira Bernstein, Jonathan Gruber, Joseph P. Newhouse, Heidi Allen, Katherine Baicker, and the Oregon Health Study Group."The Oregon Health Insurance Experiment: Evidence from the First Year." Quarterly Journal of Economics, 2012, 127.3.

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Week	Content
Week 8	• A History of Health Reform and the ACA – Antwi, Yaa Akosa, Asako S. Moriya, and Kosali Simon. "Effects of federal policy to insure young adults: evidence from the 2010 Affordable Care Act's dependent-coverage mandate." American Economic Journal: Economic Policy, 2013, 5.4: 1-28. – Chatterji, Pinka, Peter Brandon, and Sara Markowitz. "Job mobility among parents of children with chronic health conditions: Early effects of the 2010 Affordable Care Act." Journal of health economics, 2016, 48: 26-43. • Managed Care – FGS Chapter 12 – Evans, William N., Craig Garthwaite, and Heng Wei. "The impact of early discharge laws on the health of newborns." Journal of health economics, 2008, 27.4: 843-870.
Week 9	• Social Insurance and Medicare – Finkelstein, Amy, and Robin McKnight. "What did Medicare do? The initial impact of Medicare on mortality and out of pocket medical spending." Journal of public economics, 2008, 92.7: 1644-1668. – Card, David, Carlos Dobkin, and Nicole Maestas. "Does Medicare save lives?." The quarterly journal of economics, 2009, 124.2: 597-636. • Medicaid and Crowding-Out – Currie, Janet, and Jonathan Gruber. "Saving babies: the efficacy and cost of recent changes in the Medicaid eligibility of pregnant women." Journal of political Economy, 1996, 104.6: 1263-1296. – Cutler, David M., and Jonathan Gruber. "Does public insurance crowd out private insurance?." The Quarterly Journal of Economics, 1996, 111.2: 391-430.
Week 10	• For-Profit and Nonprofit Hospital Models – Newhouse, Joseph P. "Toward a theory of nonprofit institutions: An economic model of a hospital." The American Economic Review, 1970, 60.1: 64-74. • The Health Economics of Bads – FGS Chapter 24

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Week	Content

Week 11	• Prescription Drugs and Medical Marijuana
	  – FGS Chapter 17
	  – Wen, Hefei, Jason Hockenberry, and Janet R. Cummings. "The effect of medical marijuana laws on marijuana, alcohol, and hard drug use. No. w20085. National Bureau of Economic Research, 2014.
	• Obesity and Nutrition
	  – "Why Have Americans Become More Obese?" Journal of Economic Perspectives, 2003, 17.3: 93-118.

Week 12	• TBA
Week 13	• Midterm 2 Review • Midterm 2, Thursday, November 30
Week 14	• Group Project Presentations

C Sample Exam Questions

1) The work of Michael Grossman in 1972 deepened our understanding of how we might theoretically model an individual's demand for health. Health is something that we cannot simply go to the market and purchase, yet we all demand it. Discuss some of the ideas within Grossman's Model of Health Demand. What is the goal of the consumer within this model, and by what is she constrained? Discuss the labor-leisure tradeoff within the model. One trait that makes the model unique is its relation to the standard neoclassical growth model. Just as with a consumption-investment decision, the consumer not only derives utility from health today, but she also makes investment decisions in health for tomorrow. What does the model predict with respect to demand for health and factors such as aging, human capital, and wages? In the real world, do you think good health leads to higher levels of human capital and higher wages, or do you think these latter factors lead to better health? How might any empirical study of income and health suffer from endogeneity?

2) In class we discussed some of the ideas within the area of welfare economics. Specifically, we talked about four different welfare philosophies: utilitarianism, the ideas of John Rawls and Robert Nozick, and commodity egalitarianism. Discuss some of the fundamentals of these schools of thought. Which do you find to be the most compelling and why? Be sure to include discussion of the equity-efficiency trade-off and the idea of Arthur Okun's leaky bucket. What potential sources of leakage exist from the redistribution of wealth? How might we extend ideas of welfare economics to the market for medical care? Suppose an individual is unemployed, without food and shelter, and with no prospects for improvement. If you were a benevolent social planner and you had the opportunity to implement your preferred philosophy, would you provide emergency care for this individual? What about preventative care?