

Teaching Statement

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30 November 2010

The opportunity to teach and interact with students is one of the main reasons why I like academia. I have had a good amount of teaching experience as a graduate student at Yale. In my third and fourth years, I was a teaching fellow for three undergraduate courses and three graduate courses in statistics and probability. Currently, in my fifth year, I am a statistics tutor in the Yale Residential College Math and Science Tutoring Program.

The undergraduate course that I extremely enjoyed being a teaching assistant for was *STAT 241/541: Introduction to Probability Theory* (Fall 2008; Instructor: Hannes Leeb). There were about 60 students in this class and my duties included holding problem and discussion sessions, office hours and grading assignments. My discussion sessions were always well-attended and invariably went one or two hours overtime. I tried to explain the topics in a variety of ways, knowing that everybody has a unique way of absorbing material. I believe that the students liked my teaching - see the anonymous student evaluations for this course at my website <http://www.stat.yale.edu/~ag575/Site/Teaching.html>. I also had the opportunity to give three lectures in this class when the instructor Prof. Hannes Leeb was out of town. I spent quite a few hours designing and redesigning the materials for these lectures. In preparation for these lectures, I discussed with Prof. David Pollard about how one should select suitable material and convey it effectively to students. David attended one of these lectures. I was overjoyed when he told me that I had done a good job.

I am currently a statistics tutor in the Yale Residential College Math and Science Tutoring Program (<http://www.yale.edu/mstutor>). This program has tutors in the math and science subjects that the undergraduate students can approach for help in their courses. I am the first graduate student in the Department of Statistics to be a part of

this program. I maintain six office hours every week at the Saybrook College in Yale. The students who come to my office hours have extremely diverse backgrounds. From these interactions, I learned a lot about the statistical concepts that students find the most difficult to grasp. I am certain that this tutoring experience will significantly help me when I teach full courses.

When teaching, I try to make the students welcome and at ease which, I think, makes the class atmosphere very conducive to learning. As I explain each topic, I consistently ask for feedback from the students. I also like to ask questions, be patient, listen to the students and be responsive. I especially enjoy eliciting responses from the quieter students in the class.

I believe that I have the knowledge and interest to effectively teach any undergraduate course in statistics. For the graduate level, I am confident that I could teach a variety of courses on topics in statistical inference, modern nonparametric theory, asymptotics, or even, measure theoretic probability.