

Teaching Dossier

Darapheak Tin

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I. Biographical Information

Name: Darapheak Tin

Highest Qualification: PhD in Economics

Institution: Research School of Economics (RSE), Australian National University (ANU)

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Education:

- PhD in Economics (2025), Australian National University
- MA in Economics (2017), Australian National University
- B.B.A. in Economics Specialist (2013), University of Toronto

Fields: Labour Economics, Public Finance, Macroeconomics, Computational Economics

Languages: Khmer (native), English (fluent), Japanese and Turkish (in progress)

II. Teaching Philosophy and Strategies

Philosophy. I view teaching economics as both a technical and human endeavour. My approach treats economics not as a set of abstract models to be memorised, but as a practical framework for understanding choices, incentives, and the world we live in. Economic models, in my classroom, are tools—used to structure thought, prompt inquiry, and illuminate empirical questions. I aim to teach students not only the concepts but also the assumptions, purposes, and limitations behind them. By making these tools transparent and relevant, I strive to foster clarity and curiosity, sharing the kind of insights I wish I had been taught during my own education. Ultimately, I hope to instil in my students a lasting passion for economics.

As someone who began their education in a developing country and faced steep challenges catching up during my studies abroad, I understand firsthand the transformative impact of a supportive teacher. I also recognise that students may struggle for many reasons—including feelings of discouragement or lack of confidence. But I believe every student can find personal or professional value in studying economics. Some may use it to make better individual decisions, from investing to voting. Others may shape policy and institutions with lasting

impact. My role is to help them build the skills and confidence to engage thoughtfully with the world around them. For me, supporting struggling students is a personal priority.

Strategies. My teaching rests on two core principles: clarity and empathy. Many of my students come from diverse backgrounds, and I strive to foster an inclusive learning environment where all feel respected, supported, and able to contribute meaningfully.

My teaching style balances structure and flexibility. In introductory courses, I adopt a more structured approach to minimise confusion and help students build a solid foundation. I begin slowly, focusing on core concepts and technical derivations to ensure that everyone is on the same page. Once that foundation is set, I guide students through the motivations, assumptions, real-world relevance, and limitations of each topic. In more advanced courses, I move toward a discussion-based approach, encouraging students to apply and interrogate what they have learned.

Across all my teaching, I scaffold difficult ideas incrementally and draw connections across topics to help students develop confidence in tackling more advanced material. I encourage questions and treat mistakes as valuable learning moments. I also draw from my own undergraduate experiences to foster relatability and create an environment where students feel comfortable to engage, seek clarification, and grow. Above all, I aim to share the intellectual joy of economics and help students see themselves as capable, critical economic thinkers.

Patience is also central to my approach. I have lost count of the times I patiently explained concepts such as income and substitution effects—both in tutorials and through follow-up emails. In courses like Macroeconomics 2 and Public Sector Economics, students often revisited the same question multiple times. I answered each time with clarity and encouragement. The fact that they felt comfortable enough to ask repeatedly, without fear of judgement, is a reflection of my approachability and the trust I build with students.

Finally, I place great emphasis on explaining not just the "what" of economics but also the "why"—why we use certain models, why assumptions matter, and how theory connects to lived experiences and policy decisions. Only when students grasp the rationale and limitations of economic thinking can they truly appreciate its value and power.

Case Examples

1: ECON2102 (Macroeconomics 2). To address student challenges with advanced macroeconomic models, I created comprehensive tutorial slides that deconstructed structural models into accessible components (sample available upon request). To enhance students' understanding, I focus especially on real-world applications. For example, when teaching the Solow growth model, I go beyond the mechanics to discuss how it has been applied to study climate change's long-term effects on productivity (e.g., heat stress in developing economies), and how its misapplication—such as assuming a labour share of 0.7 in low-skill labour markets in developing countries—can lead to flawed insights.

2: ECON3023/8003 (Economic Policy Issues). As the tutorial designer for this journal-based course, I developed strategies that balanced accessibility with rigour. Recognising the diverse academic backgrounds of students—many of whom came from law or political

science and lacked formal training in econometrics—I structured tutorials to demystify empirical methods and foster critical thinking. I also dedicated substantial time outside of class, including consultations and follow-up emails, to support students who found the technical material particularly challenging. By the end of the semester, students exhibited noticeable improvements in both confidence and analytical ability when engaging with research articles, as reflected in their class participation and feedback.

III. Teaching Experience

1. Courses Taught

I have extensive teaching experience across a broad range of undergraduate (UG) and postgraduate (PG) courses in the College of Business and Economics (CBE) and the College of Arts and Social Sciences (CASS) at the Australian National University (ANU).

Beginning as a Teaching Assistant in 2018, I was appointed as an Associate Lecturer at the Research School of Economics in 2022–2023. After the contract ended, I served as a Head Teaching Assistant in 2024. Across all roles, I have consistently received strong student evaluations, with **average evaluation scores exceeding 4.5/5**.

Descriptions adapted from ANU Programs and Courses.

Course Code	Calendar Description	Level
ECON1101	Microeconomics 1: Introduces how individuals and firms make decisions by weighing costs and benefits, and how these decisions interact to shape market and social outcomes. Uses supply and demand to examine the effects of taxes, subsidies, and other government interventions. Examines different market structures (from perfect competition to monopoly) and cases where markets may fail (e.g. public goods, externalities), and discusses the role of policy in such cases.	UG
ECON1102	Macroeconomics 1: Introduces the analysis of the economy as a whole. Explores key aggregate variables such as national income, output, employment, inflation, interest rates, and exchange rates, and how they are measured. Develops basic models to explain economic growth, business cycles, and the impacts of monetary and fiscal policy on the economy.	UG
ECON1100	Economics 1 (Honours): Extends ECON1102 with two additional contact hours per week, designed for high-performing students who wish to deepen their understanding of microeconomic and macroeconomic theory at a more advanced level.	UG

Course Code	Calendar Description	Level
ECON2102	Macroeconomics 2: Builds on Macroeconomics 1 with more advanced macroeconomic methods, including micro-founded models and general equilibrium analysis. Emphasises the link between empirical outcomes and theoretical models, with applications to real-world fiscal and monetary policy settings. The course bridges undergraduate and graduate-level macroeconomics, reflecting approaches used by leading institutions such as the IMF, the U.S. Federal Reserve, and the Reserve Bank of Australia.	UG
ECON3103/ ECON8015	International Economics: Examines international trade and finance. Covers theories of trade (comparative advantage, gains from trade), trade policy instruments (tariffs, quotas), and their effects. Also introduces open-economy macroeconomics, including exchange rates and balance of payments. Emphasis is placed on connecting theory with policy debates in a globally integrated economy.	UG/PG
ECON2131/ ECON8034	Public Sector Economics: Analyses the role of government in the economy and the rationale for public intervention. Topics include public goods, externalities, taxation, public spending, welfare economics, and cost-benefit analysis. Explores how economic theory can guide and evaluate real-world policy in areas such as education, healthcare, and income distribution.	UG/PG
ECON3023/ ECON8003	Economic Policy Issues: Explores contemporary economic policy challenges through the lens of theory and evidence. Topics may include fiscal and monetary policy, inequality, education, and gender. Emphasises reading and discussion of academic journal articles, with a focus on empirical methods, critical thinking, and effective communication.	UG/PG
EMET7001	Mathematical Techniques for Economic Analysis: Equips students with mathematical tools for economic analysis at the graduate level. Covers set theory, functions, calculus, optimisation, and linear algebra, with applications to economic problems such as cost minimisation and utility maximisation.	PG
POLS2130	Public Choice and Politics: Applies economic reasoning to political decision-making. Examines how individual incentives and institutional settings influence collective choices in non-market environments. Explores why well-intentioned policies may yield inefficient or inequitable outcomes, with applications to voting systems, lobbying, and bureaucracy.	UG

2. Teaching Roles and Responsibilities

As aforementioned, I have served in a range of teaching roles at the Australian National University (ANU), progressing from a Teaching Assistant to Associate Lecturer and currently Head Teaching Assistant since 2018. Each role has allowed me to engage with students at different stages of their academic journey and to contribute meaningfully to course delivery and coordination.

- **Head Teaching Assistant** (2024)
- **Associate Lecturer** (2022–2023)
- **Teaching Assistant** (2018–2022)

In my roles as Associate Lecturer and Head Teaching Assistant, I took on broader academic responsibilities beyond direct instruction. These included developing course and tutorial materials, designing assessments, coordinating course structures, mentoring and supporting teaching assistants, and acting as a liaison between the teaching team and students to ensure a smooth and inclusive learning experience.

I have also handled sensitive academic integrity cases with care and professionalism, balancing the need to uphold university policies with empathy for students' individual circumstances. These experiences have strengthened my interpersonal, organisational, and conflict-resolution skills while reinforcing my commitment to student wellbeing and academic fairness.

3. Instructional Development

My contributions to instructional development reflect both pedagogical insight and a practical understanding of student needs across a variety of learning environments. These efforts also demonstrate my openness to pedagogical innovation, particularly in adapting to diverse classrooms and evolving delivery formats. Selected contributions include:

- Designing the entire tutorial program and contributing to the development of lectures and assessment components for Economic Policy Issues (ECON3023/8003), a capstone course taught by Emeritus Professor Bob Gregory. My tutorial formats break down journal articles into bite-sized chunks, with the motivation, methodology, findings, and limitations clearly presented to support students' understanding and in-class discussion.
- Creating comprehensive materials and structured slides for Macroeconomics 2 (ECON2102). I deconstruct economic models into conceptually accessible segments, incorporating graphical walkthroughs that clearly illustrate the core economic mechanisms at play. These slides remain in use nowadays (with sample available upon request).
- Adapting and transitioning key courses (ECON2102, ECON3103) to hybrid and online formats during the COVID-19 pandemic. In doing so, I integrated tools such as recorded tutorials, collaborative annotation platforms, and virtual drop-in hours to enhance student engagement and support.

These innovations have enhanced engagement, accessibility, and learning outcomes—particularly for students from diverse academic and cultural backgrounds. My approach remains responsive to feedback and evolving student needs, and I continue to refine materials and techniques accordingly.

IV. Student Feedback and Evaluation

Summary of Student Ratings

Year	Course	Level	Overall Rating (/5)
2023	ECON2131/8034: Public Sector Economics	UG/PG	4.9
	ECON3023: Economic Policy Issues	UG	4.8
	ECON2102: Macroeconomics 2	UG	4.6
2022	ECON3023: Economic Policy Issues	UG	4.9
	ECON8003: Economic Policy Issues	PG	4.4
2021	ECON2102: Macroeconomics 2	UG	4.6
	ECON3103/8015: International Economics	UG/PG	4.5
2020	ECON2102: Macroeconomics 2	UG	4.6
2018	ECON1101: Microeconomics 1	UG	4.6
	POLS2130: Public Choice	UG	4.4

Note: Based on ANU Student Experience of Learning and Teaching (SELT) Teacher Survey. For full results, please visit this [link](#). SELT data for 2019 is currently unavailable but can be requested from the ANU administration if needed. Data may also be missing if the course convenor(s) did not initiate a SELT survey.

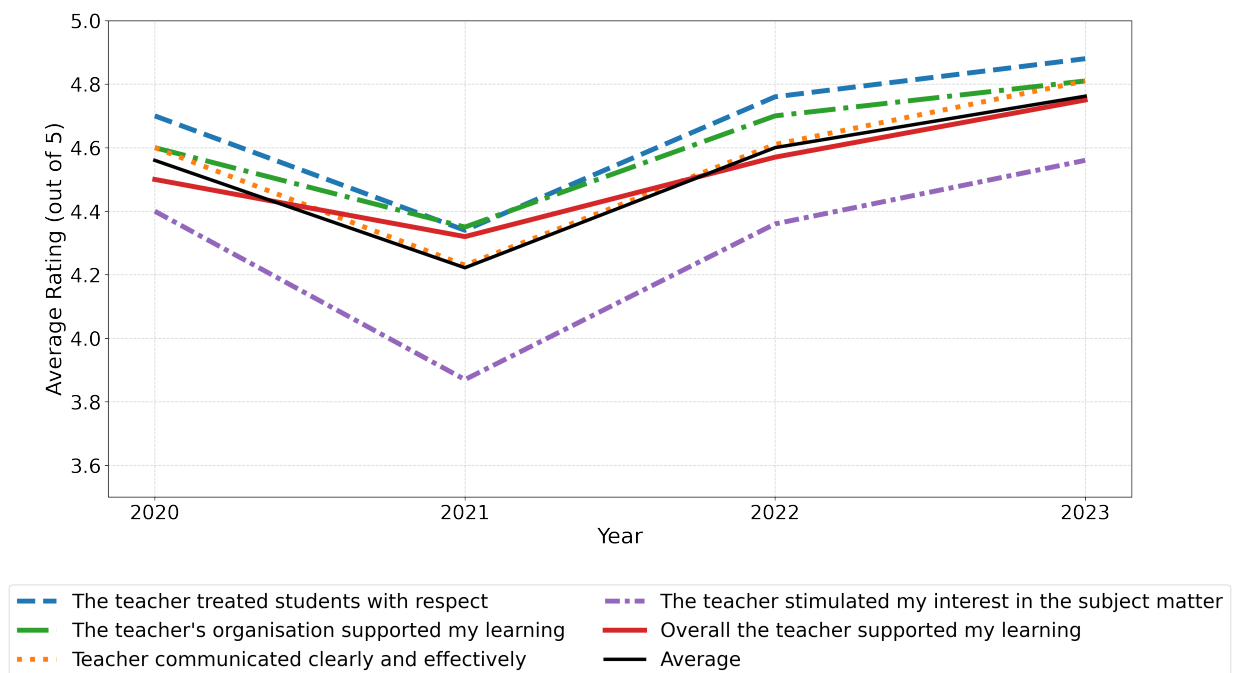


Figure 1: **Student Evaluation Scores Over Time.** Average ratings (out of 5) across five evaluation dimensions from 2020 to 2023. Scores are based on the ANU Student Experience of Learning and Teaching (SELT) surveys. For full results, please visit this [link](#)

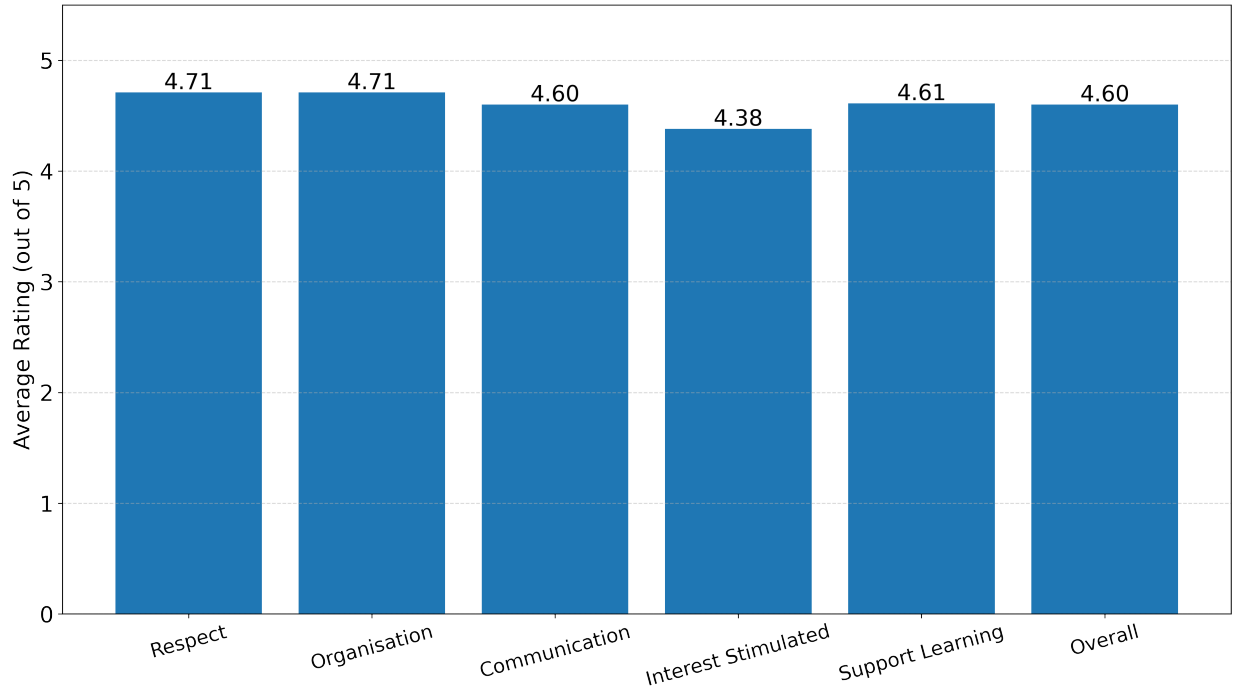


Figure 2: **Average Evaluation Scores by Category.** Average rating (out of 5) across all years for each evaluation category. For full results, please visit this [link](#)

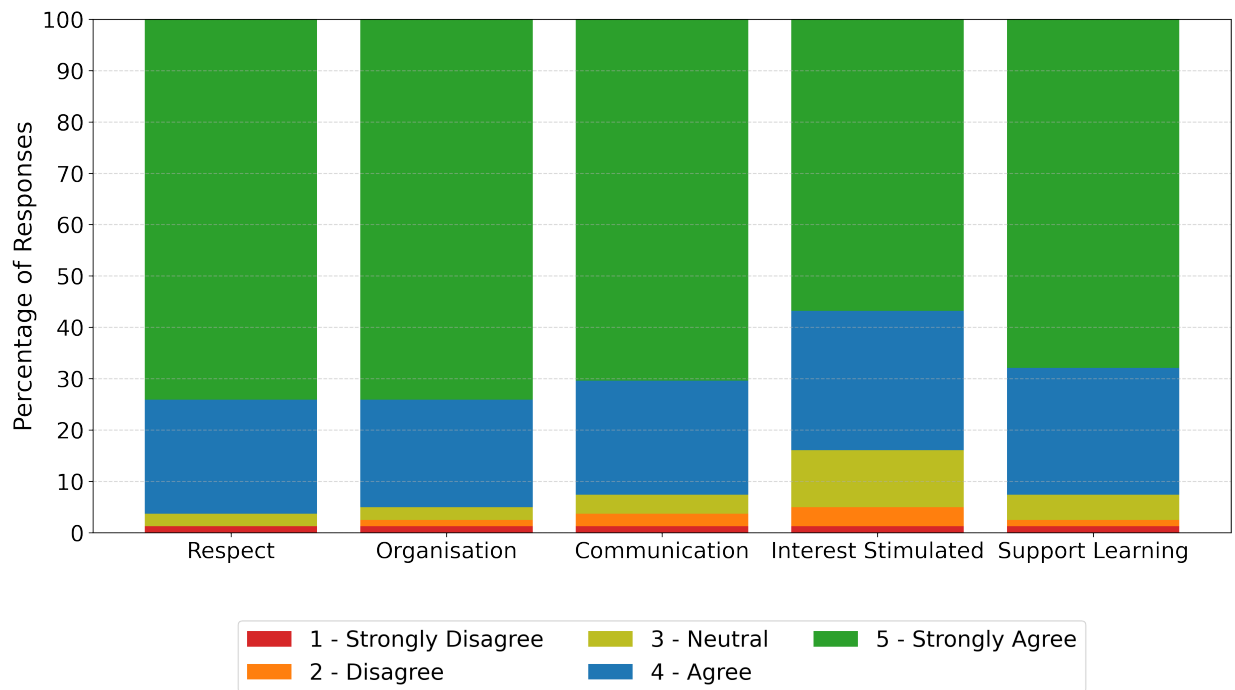


Figure 3: **Distribution of Student Responses by Evaluation Category.** Proportion of responses across five Likert-scale options for each evaluation dimension. For full results, please visit this [link](#)

Selected Student Comments

Below are selected anonymous comments from the ANU SELT surveys across various years and courses, showcasing my consistent strengths in clarity, preparation, empathy, and student support.

ECON2131/ECON8034 – Public Sector Economics (2023)

- *“A gift for explanation. Darapheak is one of the best, if not the best, tutors in the entire ANU. He is kind, empathetic, and the best at explaining economic concepts.”*
- *“Amazing. I had him as a tutor in Microeconomics 2, and he is just a reliable source of knowledge.”*

ECON2102 – Macroeconomics 2 (2020–2023)

- *“Enthusiasm, treating students with respect, explaining content in a highly effective way, making tutorials engaging and enjoyable to attend.”*
- *“Dara was always so prepared for every tutorial, gave detailed answers, showed us how to answer questions, and always gave interesting insights into topics.”*
- *“Dara’s tutorial explanations were massively helpful in stepping out the concepts, and for providing structure in how to think out problems. Despite Zoom tutorials being different, I think he adapted them really well.”*
- *“Very organised and always put in a huge amount of effort to prepare tutorial answers that were clear and broke down all the complicated parts.”*

ECON3023/ECON8003 – Economic Policy Issues (2022–2023)

- *“Very intelligent and a great communicator. Had a great approach to explaining complex topics. Loved that he started from the beginning so everyone could understand.”*
- *“Dara had clearly structured tutorials that served as backup lectures. He took the time to explain and answer questions.”*
- *“Dara is very knowledgeable. He can cover content quickly and concisely. Dara can answer questions on the fly.”*

ECON3103/ECON8015 – International Economics (2021)

- *“Good job running tutorials and attempting to engage students – it is difficult to do this online but he did a great job of this.”*

ECON1101 – Microeconomics 1 (2018)

- *“Very happy with the quality of teaching, as often I did not understand concepts from the lecture but these misunderstandings were always helped by Dara and fixed during tutorials.”*

V. Mentoring and Supervision

While I have not yet supervised Honours or postgraduate research students in a formal capacity, I have provided extensive academic guidance and mentoring in my roles as Teaching Assistant and Associate Lecturer. For example, in *Economic Policy Issues*, a course taken by both Honours and postgraduate students, I offered personalised consultations to those struggling with empirical content, particularly econometrics. I regularly advised students on framing research questions, selecting appropriate methodologies, and refining their research focus in ways aligned with their academic strengths and interests.

My mentoring approach is tailored to each student's background and learning style. Some students lean toward empirically driven approaches, while others prefer mathematical or computational methods. I also take into account structural constraints, such as the limited timeframe for Honours research, helping students prioritise and manage tasks effectively.

In *Economics 1 (Honours)*, I supported student development by providing detailed weekly feedback on essays that integrated economic theory with real-world policy issues. My feedback focused not only on analytical reasoning but also on improving clarity, structure, and the effectiveness of written communication.

I have invested significant time mentoring students through both in-person and online formats. One particularly meaningful experience involved supporting an international student through *Macroeconomics 2* and *International Economics* during the COVID-19 pandemic. Despite never meeting in person, we developed a strong academic rapport through regular online consultations. She later emailed me to share her admission to a Master's program at the London School of Economics and to thank me for the support I had provided.

These experiences have deepened my commitment to student development and have equipped me with the skills necessary to supervise Honours and postgraduate students in the future. I am confident in my ability to guide students in engaging critically with economic theory and empirical methods.

VI. Final Reflection

In all my teaching, I strive to foster curiosity, critical thinking, and a deep, lasting appreciation for economics. My aim is not only to help students understand economic theory but to equip them with analytical tools they can use to navigate the world, make informed decisions, and engage thoughtfully in public discourse.

I want students to leave my classes not just with technical knowledge, but with the confidence and intellectual maturity to ask important questions, challenge assumptions, and see the broader purpose of what they learn. Whether they pursue careers in academia, government, business, or elsewhere, I hope they carry with them a structured way of thinking that helps them understand—and perhaps improve—the world around them.

Teaching is a dialogue. Each interaction enriches my understanding of how people learn, and each class deepens my own thinking. I aspire to pass on not just economic knowledge, but also the joy of discovery, the discipline of analysis, and the belief that economics, when taught with care, can be a powerful tool for good.