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Teaching Statement*Teaching Experience*

I am a PhD candidate at the Alliance Manchester Business School (AMBS) of The University of Manchester (UoM), and enjoy a diversity of teaching opportunities. As a Graduate Teaching Assistant (GTA), I prepare and deliver workshop sessions for Financial Statement Analysis (BMAN71132; 2 semesters; 180 hours) and Elements of Market Based Accounting Research (BMAN73842; 2 semesters; 180 hours). The sessions are structured to complement research-led lectures by (i) discussing research papers, and (ii) reinforcing core concepts. My role further involves administrative duties in addition to teaching workshop sessions. I take a lead in choosing the workshop curriculum and structuring the discussions.

In all my teaching roles, I have received remarkable feedback and consistently high evaluations from students. In addition, my teaching has received several awards. In academic years 2020-21 and 2021-22, I was recognized as one of AMBS' top-performing GTAs. I am prepared to provide high-quality teaching in a variety of academic courses and am excited for the opportunities that lie ahead.

Teaching Interests

My teaching interests span a broad spectrum of courses. I am excited to teach classes related to my research in taxation and investment policy, and financial accounting. Additionally, I am prepared to teach courses that are closely aligned with (i) my previous working experience as an EY analyst at the assurance department, and (ii) my current teaching experience as a GTA in AMBS, such as financial statement analysis and valuation, financial reporting, and auditing. Finally, I have enjoyed participating in many inter-disciplinary courses in the past and would be excited to potentially work with faculty in other departments to develop courses that apply real application concepts in novel contexts.

Teaching Philosophy

I decided to pursue a PhD in Accounting and Finance, not only to conduct original, impactful research with policy-making implications, but also to engage in meaningful pedagogy that shapes future professionals. I aim to become an inspiring instructor that promotes a collaborative and exciting learning environment, perfect for fostering the study of Accounting and Finance. My desire to teach accounting courses only grew as I worked as a GTA. Every time I began a workshop, I was excited to introduce students to the tools necessary to understand financial statement analysis and its consequences for capital markets. As a result of my teaching experience, I have developed a simple three-point teaching paradigm.

Simplicity at its finest. *To deliver core concepts effectively, I must integrate simplicity, precision, and industrial practice.*

When I began teaching accounting, I focused on providing clear explanations of the underlying concepts. As my teaching experience grew, I realized that simple elucidations and definitions could equip students with core accounting concepts, but still fell short of appealing to students' curiosity. As I incorporated industry applications of the taught concepts based on my working experience into my

workshops, I noticed that students' (i) preparation before the workshop, (ii) engagement in the workshop, and (iii) interaction with me after the workshop increased.

Introducing diversity to teaching. *I must include several teaching styles to grab students' attention.*
The recency of my own experience as a student has informed my perceptions and pedagogical practices as a workshop instructor. In my experience, it is very easy for students to lose focus on the lecture and become disengaged. When I became a GTA, I decided to actively incorporate a broad range of non-traditional teaching styles in my workshops. I incorporated five-minute group discussions or rapid, problem-solving brainstorming sessions. In addition to teaching slides, I also added personal anecdotes to my lectures, the so-called "easter eggs" or "hidden gems". The variety of teaching styles has helped students connect with the course material, as is evident from my student evaluations. At the end of the course, I felt that not only had I managed to promote research-led teaching which reinforces career and employability prospects, but also that students mastered the course's core concepts.

Learn from my mistakes. *It is important to reflect on your mistakes and seek continuous improvement.*
At the end of every semester, I spend time analyzing student feedback and discussing with the course convenor to brainstorm ways to improve my teaching. I always enjoy discussing my mistakes and find this process enlightening. I usually adjust my teaching approach in the next semester. I have also noticed that learning from my teaching mistakes has ripple effects on my research presentations.

While the above paradigm has served me well thus far, I am excited to see how I will adjust it in the face of new teaching challenges. My ultimate goal is to transfer my enthusiasm for the Accounting and Finance discipline to my students.

Qualitative Teaching Evaluations

Financial Statement Analysis, 2020-21 Semester 2 AMBS PG

- i. *I suggest that more time could be given to Dr. Spyridon Gkikopoulos because he could tell us more about his working experience and I really like that.*

Elements of Market Based Accounting Research, 2020-21 Semester 2 AMBS PG

- i. *The workshop was very helpful, very informative and useful for further understanding.*
- ii. *I suggest that more time could be given to Dr. Spyridon Gkikopoulos because he could tell us more about his working experience and I really like that.*

Financial Statement Analysis, 2021-22 Semester 2 AMBS PG

- i. *Spyridon is always patient and willing to answer my questions. The interaction between Edward and Spyridon enriches the class and attracts us to the course content! I love this course!!! It helps my dissertation!*

Elements of Market Based Accounting Research, 2021-22 Semester 2 AMBS PG

- i. *I enjoy discussing with Spyridon and he is always patient and prepared to answer my questions.*

Quantitative Teaching Evaluations

At the end of every academic term, AMBS requests that students anonymously fill out evaluations of their courses and instructors. The numerical part of the evaluations consists of students selecting one of the following predetermined statements for a list of questions about the course and the instructor.

- 5 = Agree
- 4 = Mostly Agree
- 3 = Neither Agree Nor Disagree
- 2 = Mostly Disagree
- 1 = Disagree

The table below provides a summary of these responses averaged across students and for each of my teaching roles as GTA. The table also presents school-wide mean scores as benchmarks. Original disaggregated evaluations are available upon request.

Average Student Evaluations

| Evaluation Question | Course Code | Academic Year | Evaluation | AMBS Median | Students Number | Response Rate |
|--|-------------|---------------|------------|-------------|-----------------|---------------|
| The instructor's teaching was excellent. | BMAN71132 | 2020-21 | 4.68 | 4.48 | 260 | 46.92% |
| | BMAN73842 | 2020-21 | 4.80 | 4.48 | 44 | 63.64% |
| | BMAN71132 | 2021-22 | 4.87 | 4.50 | 144 | 36.11% |
| | BMAN73842 | 2021-22 | 4.80 | 4.50 | 22 | 36.36% |