Teaching Statement

Philosophy - Teaching has been a cornerstone of my own learning journey, and I believe it remains essential for understanding economic issues. Through the iterative process of studying, applying, and teaching, I've found that comprehension deepens significantly. My teaching philosophy is rooted in these principles and seeks to foster a similar learning experience for my students. My approach to teaching is guided by three core goals:

Developing Intuition: Beyond memorizing theoretical structures, I aim to cultivate students' intuitive understanding of economic concepts. Theory and intuition should reinforce each other, and effective teaching involves bridging the gap between abstract models and real-world applications.

Learning by Interacting: I strongly believe in the power of peer-to-peer learning. By explaining concepts to each other, students can solidify their understanding and gain exposure to diverse perspectives. This interaction fosters creativity and curiosity, which are essential for deeper learning.

Inspiring Curiosity: Each course is a microcosm of knowledge, offering a foundation for further exploration. I encourage students to apply the theory they learn to analyze real-world issues, extend existing models, or propose improvements. This approach fosters critical thinking and initiative.

By combining these elements, I strive to create a learning environment that not only imparts knowledge but also equips students with the tools to become independent thinkers and lifelong learners.

Experience - During my time at the EUI, I have served as a teaching assistant on five occasions for several macroeconomic courses.

I was a teaching assistant for Professor Jesús Bueren's *Complete Markets Macroeconomics* course on three occasions between 2020 and 2023. This course covered Arrow-Debreu, sequential, and recursive equilibria, dynamic programming theorems, and their applications to the neoclassical growth model.

In addition, I assisted Professor Russell Cooper in his *Overlapping Generations Macro* course in 2020/2021. This course explored the Gale, Diamond, and Lucas two-island models, focusing on dynamic inefficiency, fiscal, and monetary policy.

In 2022/2023, I supported Professor Alexander Monge-Naranjo's *Computations and Quantitative Models in Macroeconomics* course. This course covered various solution methods for heterogeneous agent models, including efficient computation of policy functions using the endogenous gridpoint method, computation of transition dynamics and impulse responses with extended paths and shooting algorithms, and solution methods for models with aggregate fluctuations using sequence-space jacobians and Krusell-Smith techniques. I also led students through computational exercises and delivered a lecture on sequence-space jacobians.

Interest - I would be excited to continue teaching at all levels. At the undergraduate level, I would be particularly interested in teaching introductory/intermediate macroeconomics. At the graduate level, I would be excited to teach a hands-on course in computational and heterogeneous agent economics to equip students with tools to conduct quantitative research as well as a topics course in housing and the macroeconomy studying key papers of the literature.