

Teaching Statement

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As highlighted in my personal statement, a major component of my PhD experience has involved extensive teaching, academic mentoring, and course management. I enjoy teaching and lecturing deeply, and it would be a great privilege to continue to teach economics, finance, and public policy courses offered (or in need of design) at Economics and Finance Departments, Business Schools, Public Policy Schools, as well as other related departments. In the following, I first highlight the main roles I have held and the courses I have taught at the LSE and at PSL Research – Paris Dauphine. Then I detail my experiences at PSL Research – Paris Dauphine and the LSE as a graduate teaching assistant. Thereafter, I speak about my role as course manager and teaching fellow. Additionally, I touch on other courses I have taught at other schools in the U.K., before summarizing my mentoring experience. Finally, I provide a vision of my course design.

I had the opportunity to hold multiple teaching positions ranging from graduate teaching assistant and course manager/teaching fellow to adjunct lecturer. I taught (and continue to teach) numerous courses at different institutions in both the U.K. and in France. In particular, at the LSE, I taught both undergraduate level courses (e.g. EC102–Economics B, EC1A3–Microeconomics, EC1A5–Macroeconomics, and EC1B5–Macroeconomics) and post-graduate courses (e.g. EC400–Maths for Microeconomics and Macroeconomics) at the Department of Economics. Additionally, at PSL Research – Université Paris Dauphine I taught both undergraduate level courses (Macroeconomics and Introduction to Economics) and a graduate masters course (Advanced Econometrics) in the Departments of Mathematics and Economics.

I vividly remember the first class I taught at PSL Research – Université Paris Dauphine in February 2018. From that moment, I was convinced that teaching and exchanging ideas with students was one of the most fulfilling activities. I first taught Macroeconomics to first-year students at the Department of Mathematics at PSL Research – Université Paris Dauphine, where I was a graduate teaching assistant. The course evolved principally around the Solow model with a mathematical flavor, as the course was designed for mathematics students. The main challenge lied in the fact that students didn't have (in most cases) any economics background, which made the course rather a right of passage than an engagement they were initially seeking. A crucial step in the teaching process is to get the attention of students, not only because they have to follow the course and achieve good grades, but because they are genuinely interested in the content. Much like in a conference setting, students need to quickly grasp the direction of the course and the useful knowledge they can attain from it. I had to think about ways in which I could make my classes exiting and show students how complex topics in pure mathematics could have relevant policy applications in fields such as economics and finance (as I, myself, pursued an undergraduate in mathematics and physics). I found that providing a clear road map and linking the theory to concrete examples was an effective tool when teaching. Over the three years I taught Macroeconomics at PSL Research – Université Paris Dauphine, I adapted my presentations, examples, and teaching style to the needs of the students. At PSL Research – Université Paris

Dauphine students come from all walks of life and especially from different social and cultural backgrounds. Their needs are diverse and thus the way in which the class is taught is paramount for the inclusion of all. For example, I held different office hours sessions in order to accommodate the needs of different students (although in the French undergraduate system, this is unique). (In my diversity statement, I provide additional examples of inclusionary strategies that I have employed.)

At the LSE, I began my teaching duties as a graduate teaching assistant in September 2019, and since have been heavily involved with teaching within the Department of Economics. Similar to PSL Research – Université Paris Dauphine, I delivered tailor-made classes (referred to as seminars at the LSE) building within the established curriculum. For instance, first-year students often find the game theory lectures and concepts slightly difficult to comprehend. To help simplify the concepts, I set up a game during the class where students are designated as player one while I am player two. The game consists of first identifying the different possible strategies (i.e. either I speak and they listen, or they speak and I listen) and then identifying the game equilibrium. I found that involving students in such a way to be quite successful. Similarly, while teaching graduate master courses at the LSE (e.g. Maths for Microeconomics and Macroeconomics), I noted that students tend to struggle with abstract concepts related to dynamic programming (in macroeconomics). In this case, I used a concrete example of an in-house-built neoclassical growth model in Matlab to show them how the theoretical approaches map to numerical applications, using both perturbation and projection methods. While *learning by doing* contributes to a major part of the teaching experience throughout one's teaching trajectory, learning from other colleagues' experiences is key. I always seek to discuss with colleagues innovative ways to teach, which could involve: examples to use in classes, quiz strategies, types of games, and the use of digital tools. At the LSE we run official termly teaching evaluation surveys, where students evaluate their class teachers as well as their professors. While imperfect, this is often a good way to measure the involvement of the teaching staff and the efforts made in delivering quality teaching. Since my start at the LSE, I have had excellent teaching evaluations for all classes I have taught, where I was always situated in the top 5% (teaching evaluation between 4.5/5 – 4.9/5). My performance was rewarded by several prizes, including the Excellence in Teaching Award and the Highly Commended Teaching Award, both delivered by the Department of Economics. I was also twice nominated by students for Exceptional Teaching During Exceptional Times (pandemic period) and Excellence in Feedback and Support, both of which are great sources of satisfaction.

Given my dedication and experience, I was offered a teaching fellow/course manager position where I managed the two largest first-year macroeconomic courses at the LSE Department of Economics, working closely with Dr. Antonio Mele and Dr. Rachel Ngai. As a teaching fellow/course manager for these courses, I coordinated over 15 graduate teaching assistants each term, in addition to teaching a large number of classes. I was also awarded a prize for high-quality teaching and course management by the Department of Economics, especially as I was managing both courses at the same time. Similarly, at PSL Research – Université Paris Dauphine, I was offered to lecture Advanced Econometrics (time series) at the masters level given my experience and excellent teaching feedback. I have lectured time series for the previous years and have also received excellent student reviews for my lecturing. As a teaching fellow, course manager, and adjunct lecturer, the challenge arises with the level of responsibilities, but so does the intellectual reward. I learned immensely with Dr. Antonio Mele during these past three years as a course manager. We faced a number of issues ranging from student well-being to potential misconduct. Liaising with academic colleagues, faculty and administrative staff is key to manage such challenges. Clear and timely communication on one hand, and pro-active engagement on the other hand, were the two major factors that allowed for successful

management of the course and its attendant situations.

In addition to my teaching at the LSE and PSL Research, I taught Financial Economics at the University College London–UCL (where I had excellent reviews as well) and taught Macroeconomics for the Executive Education Program at the Imperial Business School. Teaching at the Executive Education Program at the Imperial Business School was without a doubt one of the most interesting experiences. Executives' need are more tailored to the nature of their work. My experience in consultancy, where I managed engagements at the international level during my time at EY Advisory, came in handy in this context. The class delivery had to focus on practical aspects of macroeconomics and how they could impact the business environment, rather than focus on theory. I tailored the classes to simplify complex macroeconomic concepts, in order to link them to the real business world (e.g. how monetary policy rate setting links to inflation targeting and investments/savings choices, and how both could have an impact on firms' day-to-day business engagements).

A part of the academic journey that I find particularly rewarding is the possibility to follow students over the years and guide them in their choices. In particular, this year, I am mentoring six undergraduate students who just started their BSc in Economics at the LSE. The purpose of an academic mentor is to serve as a student's primary port of call for guidance in making academic decisions and for wider support through the student experience. Part of my responsibilities are also to provide guidance and some scope for research and creativity to my mentees in their first-year coursework competition, where the aim is to produce a 5-minute video on a selected economic theme. To create a sense of community, I meet my mentees regularly each term over coffee or lunch to discuss their progress, challenges they are facing, and we then put strategies in place to help them overcome any obstacles and to maximize their enjoyment during their time at the LSE.

Finally, regarding course design, if the opportunity allows, I would be happy to design an undergraduate and/or graduate course. I would first tailor it for the audience I will be teaching. For example, an economics department graduate course would feature higher levels of theoretical foundations than a course designed for public policy, where the approach would be more applied. Similarly, a course designed for business school MBA students would potentially feature greater elements of project-oriented work. In particular, a graduate level course for instance would require students to engage extensively with scientific papers as well as undertake projects (either replicating empirical or numerical results, or participating in group work). This would then involve students writing and delivering presentations, which will serve as preparation for future conferences, presenting in front of governments and international organizations, and engaging with different business stakeholders. The ultimate aim is to provide students with the necessary tools to achieve their goals and to be sensitive to the best means by which these tools can be delivered.