

Teaching Statement

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Introduction

I am a PhD (DPhil) candidate and Teaching Assistant in Macroeconomics (Graduate) and Finance (Undergraduate) at the Department of Economics, University of Oxford. During my classes, I have had the opportunity to deeply engage with students and contribute to their academic and personal development. My commitment to teaching is centered around inclusiveness, a dual approach combining mathematical rigor and intuitive understanding, and providing students with additional resources and career guidance.

1 Inclusiveness, with an emphasis on feedback

Enhancing inclusiveness and accommodating different learning paces is a cornerstone of my teaching philosophy. To achieve this, I use weekly surveys to gather student feedback, allowing me to tailor each class to the specific needs of different groups. Depending on the feedback, I might revisit lecture concepts, focus on mathematical derivations, or emphasize intuitive understanding. When the mathematical content is particularly challenging, I provide detailed derivations after the class, enabling students to work through the steps at their own pace, with my guidance in mind. This approach promotes a deeper understanding and gives students the confidence they need to tackle difficult problems independently.

I also employ a variety of teaching methods to cater to different learning preferences. I use slides for visual aids, conduct derivations on the board for step-by-step demonstrations, and maintain interactive sessions to keep students actively engaged. I strive to set high expectations for my students while fostering a non-judgmental and encouraging environment, ensuring that every student has the opportunity to participate and succeed.

Providing extensive feedback on students' submissions is another key aspect of my teaching. I very carefully review each submission, offering detailed insights to help students identify their mistakes and improve their work. This detailed feedback fosters a deeper understanding and encourages continuous improvement.

2 A dual approach: Mathematics grounded in intuition

My teaching philosophy integrates a dual approach that combines mathematical rigor with intuitive understanding. This method is essential for interpreting equations and gaining a broader perspective on the concepts. Students report that they value my ability to re-explain difficult lecture content and address their individual needs effectively. This balanced approach develops the critical skills necessary for economists, enabling students to master both the theoretical models and the applied tools of the subject.

3 Providing further references and job market advice

To cater to students who wish to be challenged further, I suggest numerous references and additional resources. Through this, I want to promote a culture of intellectual curiosity and continuous learning. I also draw parallels between the course content and the research conducted by other

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PhD candidates in the Department. This fosters collaboration and motivates Master's students to reach out to doctoral students or faculty members for their thesis work or general interest.

My office hours are divided into two parts: addressing course-related questions and mathematical problems, and discussing broader, tangential questions to help students formulate research ideas or discover different career options. My professional experiences at the European Central Bank, the Banque de France, the Bank of England, and an investment bank further enrich my teaching. My background in policy indeed enables me to provide an applied perspective to the course, illustrating how theoretical models are used in real-world scenarios. During discussions on career opportunities, I strive to offer valuable guidance and insights into various professional pathways based on my own experience.

Conclusion

In summary, in order to enrich the learning experiences of my students, I try innovative approaches to address diverse student needs, and strive to foster an inclusive and supportive learning environment for everyone.