

Teaching Statement

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Teaching is one of the most fulfilling parts of my academic career. What excites me most about being in the classroom is the challenge of making rigorous economic research accessible and relevant to students coming from very different backgrounds. My experience spans large undergraduate lectures, small group seminars, and interactive online courses. Across these settings, I have learned that the key to effective teaching is to break down complex material into core ideas while maintaining the precision and richness of the original research.

Students have described me as “*the most engaging class teacher this term... clearly passionate and knowledgeable about the material*” and that they “*always feel that [they] understand the paper substantially more after classes*” because I “*ensure not only to answer problem set questions but also to provide wider context and intuition.*”

This philosophy has been recognized through *consistently outstanding student evaluations of over 4.7/5*, among the highest at LSE. I was also awarded the [LSE Teaching Award](#) in 2021-22, given to only 6–8 out of 80 departmental TAs.

EC307 at LSE, Undergraduate Development Economics. My main teaching experience has been as a class teacher for EC307, LSE’s flagship undergraduate course in development economics, taught by Professors Oriana Bandiera and Robin Burgess for over 25 years. The course is a cornerstone of the undergraduate program, attracting around 250 students each year, including both final-year economics majors and students from other disciplines who meet the quantitative prerequisites. I taught this course in 2020, 2021, and 2024, leading six sections of roughly 20–30 students each year.

The course is designed around applied empirical papers, about 60 in total, that illustrate the canonical designs for causal inference. Students encounter randomized controlled trials, difference-in-differences, event studies, regression discontinuity, and instrumental variables methods, all through reading and discussing frontier research papers. A central challenge in teaching this course is the diversity of student preparation. In one class, I might have an economics major who has already seen these methods in econometrics coursework, alongside a geography or management student for whom these designs are entirely new. My teaching, therefore, emphasizes intuition: I often work through simplified versions of equations on the board, trace the logic of identification strategies step by step, and connect the econometrics back to the research questions. **At the same time, I highlight the breadth of economics that these papers touch upon: finance, health, environmental economics, macro-development, and organizational economics, so that students can see how methods and insights travel across fields.** This has made the course not only a training ground in econometric techniques but also an entry point into the wider landscape of economics research. I was the recipient of the LSE Teaching Award in 2021, which is awarded each year to 6–8 out of 80 departmental TAs.

STEG Graduate Macro-Development Course (Heterogeneous Agent Macroeconomics and Computational Macro Methods). My teaching has also extended to graduate students through the Structural Transformation and Economic Growth (STEG) program, where I served as a TA for Professor Benjamin Moll's course on heterogeneous-agent macroeconomics. The students were typically early-stage PhD candidates who had only seen representative-agent macro models before. **My responsibility was to bridge that gap by running coding sessions in MATLAB.** We implemented standard heterogeneous-agent models such as Aiyagari-Huggett-Bewley, solving for general equilibrium and tackling numerical solution techniques that arise in heterogeneous-agent models. These sessions were intentionally hands-on: students coded along with me, encountered computational bottlenecks, and learned how to debug and interpret their results. The goal was not only to teach the theory but also to equip them with the practical tools needed to engage with modern macro-development research. Many students commented that the coding sessions transformed abstract lectures into something tangible that they could use in their own work.

IZA/FCDO Development Economics Course for Sub-Saharan Africa. In 2021, I also taught in an online development economics course organized by Professors Oriana Bandiera and Robin Burgess and facilitated by the UK Government's Foreign, Commonwealth & Development Office for undergraduate students across Sub-Saharan Africa. This course was similar in structure to EC307 but placed greater emphasis on policy implications. It attracted over 1,400 participants from 43 countries, and the discussions were particularly lively, as participants frequently asked how the research papers connected to the economic realities of their countries. Teaching in this setting was a powerful experience. It forced me to think harder about how abstract research findings can be translated into lessons that are meaningful in various institutional and economic environments. It also deepened my appreciation of the importance of inclusive pedagogy, where students feel that their perspectives and local knowledge enrich the discussion.

Future Teaching. I am prepared to teach undergraduate, MBA, and graduate courses in development economics, finance, international trade, and most areas of applied economics. In the longer term, I would like to design a course on firms and markets in developing countries that integrates themes from trade, development, and organizational economics.

Conclusion. Teaching is, for me, not just about transmitting knowledge but about building intellectual confidence in students. Whether guiding undergraduates through their first research paper or introducing graduate students to computational tools, I aim to make economics both rigorous and approachable. The enthusiasm of my students in London, across Africa, and online has been a continual reminder that good teaching can broaden horizons and shape careers. I look forward to bringing the same energy and dedication to my teaching at your university.