

Experience

I started teaching as an undergraduate Economics student when I understood that the more entertaining and effective way of learning the course materials was to prepare and teach them to other students that were struggling with the class. The added effort to explain something that made me master it and the appreciation from my friends brought joy to me. This is something I continue to do with fellow PhD students.

Being a Graduate Teaching Assistant at LSE has been a transformative experience that has allowed me to create my “approach to teaching”, which I’m still developing. I’ve had the opportunity to design and conduct seminars for two courses: a master-level course in "Techniques of Spatial Economic Analysis," where we explore advanced econometric spatial analysis and causal techniques (recognized with a class teacher award in 2023) and a first-year seminar that focused of core statistical concepts from averages to a simple linear regression model at "Introduction to Geographical Research". These roles have not only allowed me to improve as a teacher, but also to refine my skills as a presenter of academic papers as I learned that, at the end of the day, they end up being quite similar.

Style

Teaching is a practice of shared discovery. I see it as a collaborative process where I guide students through economic or statistical theory and its practical applications. My teaching style starts with being enthusiastic about the topic myself, make it as infectious as possible, and then proceed by breaking down complex concepts into simple, relatable content.

In the classroom, I make it a priority to be available, both academically and personally, for each student. I make it a point to traverse the classroom, showing enthusiasm and ensuring no question goes unasked and no confusion remains. Whether it’s clarifying theoretical concepts, practical applications or delving into the details of STATA/R, I’m committed to providing clear, concise explanations. There is no question too small, and I take pride in being the teacher students feel comfortable approaching, knowing their queries will be met with thorough and thoughtful responses.

The feedback I’ve received shows the results of my approach: a dedication to clarity, accessibility, and motivation. It’s about creating an environment where students are encouraged to ask questions, seek clarification, and explore the material. Codes and assignments are crafted with care, ensuring students can follow along and build their understanding step by step. It’s about providing a toolkit that not only serves their current academic needs but also equips them for the analytical challenges ahead.

To this end, I frequently talk about the latest developments in the field (a topic quite relevant for statistical techniques) and bring examples from my own research to create a tangible connection between theoretical concepts and real-world issues. When done well, they illustrate the current relevance of our discussions and ignite a shared enthusiasm for the subject.

My approach to teaching is always evolving, informed by student feedback, keeping up with the latest developments and learning from other teachers. I’m continuously looking for new teaching tricks to create a more engaging environment and promote student learning.

Results

The results of my teaching are best reflected in the anonymous feedback I've received from students (available below, 12 over 39 students at the master-level course). They commend the clarity of my explanations, my welcoming approach to answering questions, and my dedication to ensuring they thoroughly understand the material. Students appreciate the detailed preparation of course material and the interactive nature of my classes. Their positive responses underscore my ability to not only impart knowledge but also foster an engaging and supportive learning environment. This feedback is both a source of pride and a touchstone for my ongoing development as a teacher.

As I continue to teach, I am committed to fostering a learning atmosphere that is both intellectually stimulating and supportive. My aim is for students to leave the course not just with a deeper understanding of the subject matter, but with the ability to thoughtfully interact with and apply the material beyond the scope of the course. As I teach, I, too, am learning —growing not just as an educator but as a lifelong student of economics and I look forward to continuing to grow as an educator in the future.