

TEACHING STATEMENT

TILSA ORÉ-MÓNAGO

STONY BROOK UNIVERSITY

<http://www.ic.sunysb.edu/Stu/toremonago>

tilsa.oremonago@stonybrook.edu

I am currently an instructor for the Introduction to Economics course at Stony Brook University (SBU), where I have also taught courses on Public Finance and Game Theory. I also have previous experience as an instructor on Intermediate Microeconomics, and as a teaching assistant on Intermediate Macroeconomics and Industrial Organization at the *Pontificia Universidad Catolica del Peru* and the *Universidad del Pacifico*. Additionally, I have also taught specialized short courses on Economics of Intellectual Property, Industrial Organization, and Competition Policy during my time as Senior Economist at the Peruvian Competition Agency. I feel fortunate to have taught around 460 undergraduate students as their main instructor, and around 425 students as a teaching assistant. Moreover, as head teaching assistant, I have also worked to serve around 500 undergraduate students. Exclusively as an instructor at SBU, I have lectured for students (in both formats, face-to-face and online) from different backgrounds, nationalities, and wide range of fields (from engineering to philosophy), and at all college levels (from freshmen to seniors).

After more than five years of teaching experience, I firmly support two sayings “teaching is the best way to learn” and “you know that you master something when you are able to explain it to a kid.” Two goals lead my life and my drive to pursue a doctoral degree: learning and researching. I enjoy research because it takes me to the frontiers of knowledge and pushes me to produce new ideas, contributing to generate more knowledge by sharing my own. On the other hand, teaching offers me a closer connection with people, and gives me another opportunity to contribute to science. I believe I can expand my contribution by motivating students, understanding their talents, guiding them toward their goals, empowering them, and helping them develop self-confidence.

To me, learning requires constant interaction and discussions among students and the instructor. I believe that the role of a professor is to spark and fuel the curiosity of students, which is the most powerful motivation for learning and research. I experienced such inspiration from Yair Tauman, my own advisor, a truly excellent professor. He showed me that research does not necessarily compete with teaching, but on the contrary, both activities interact with each other and are fueled by mentorship. His extraordinary gift in making students flourish is acknowledged by his own advisor, Robert Aumman. Yair’s devotion for sharing and teaching, his great connection with students and admirable ability to motivate them has inspired me to follow in his footsteps.

As a student and as an instructor, I am aware of the differences in the learning process for different people. I also believe that when concepts are discussed in relation to real world examples, they tend to remain with us for longer. For that reason, when designing a course, I always look for a variety of examples and use several sources besides textbook material, such as, articles, news, videos, and audio. In addition to class time, I connect with my students through online discussion forum platforms in order to further discuss problems or address misunderstandings, and to provide them with feedback that ultimately reaches the entire class. I believe technology gives us many tools to reach students beyond the classroom. I have also had the opportunity to design and teach online courses in Economics. My experience has been rich and now I complement my traditional classes with the tech tools used for online learning, such as video tutorials. In the other direction, I also use examples developed from discussion with my face-to-face students for the online classes. I believe both online and traditional courses are complementary

and provide different learning opportunities and advantages for both students and instructors.

I have used those approaches to teach Public Finance and Introduction to Economics. The latter is a course that has a wider audience among undergraduate students from very different fields, different college levels and different motivations. Given the reputation of Stony Brook as a prestigious and research intensive state university, it attracts many talented local students from a wide array of income levels and backgrounds, as well as many talented international students from different nationalities. This creates some challenges as the students typically have a diverse educational background, and international students might additionally face the challenges of receiving an education in a second language. In order to cope with these challenges, I have worked on my own lecture materials, trying to use plain and clear language. I also rely on Open Source materials, so everyone can have access to them and buying a book is only optional. I use the Blackboard platform to create courses, organize and share materials, create assignments, discussion forums and track the performance of my students.

I feel passionate about the topics in the theoretical and applied arena, so I would be happy to teach courses, such as, Industrial Organization, and Intermediate and advanced Microeconomics. Given my experience working in an Antitrust Agency, I would also like to teach a class in Antitrust and Competition Policy. In the future, I would also like to mentor students. I enjoy helping others to shine by themselves; to some degree I mentored my colleagues and interns, while I was leading a research team in Peru. More recently, as an instructor, I also provided guidance to my students applying to graduate schools. Receiving "thank you" messages for what they have learned in class after each semester, and knowing that my former students are doing great motivate me to improve even more.