

Benedict Guttman-Kenney: Teaching Statement*

My most rewarding teaching experience has been designing and teaching an intensive introduction to microeconomics course for new cohorts of Chicago Booth behavioral science PhDs. I customized the content of this class to the needs of the students to make the class more practically useful for their PhD career. This was a challenging course to design as students did not have math backgrounds and I needed to introduce them to the math notation used in economics papers and teach them about substantive economics. In teaching this course I learnt from my own past personal experiences of lacking confidence to participate in class. I cold called and encouraged participation to create a norm where it was okay to get things wrong.

I have experience lecturing on topics related to my research. I gave a 1.5 hour lecture to 60 research professionals and principal researchers employed across the University of Chicago (Economics Department, Booth School of Business, Harris School of Public Policy). This lecture was based on my research on consumer credit reporting data (including my paper commissioned for the Journal of Economic Literature). I summarize these data and how they are available to these students and provided a series of examples of how they have been used study a broad range of questions across economics fields beyond just finance. I used this lecture as an opportunity to introduce the students not only to the topic and data but to teach the value as a researcher of gaining deep institutional knowledge in a topic or dataset that interests you. I also have experience lecturing on my COVID-19 research as part of the Harris Lecture Series at the Indian School of Public Policy. This was a new challenge for me to lecture to students with very different life experiences to me and I found this a rewarding experience. When lecturing, I try to use examples from Twitter or news stories as salient visual images to help convey serious points more memorably.

I have teaching experience in both economics and finance MBA courses. For two years, I was a teaching assistant for the Chicago Booth MBA Competitive Strategy taught by Professor Thomas Covert. In Spring 2023 I was the only Teaching Assistant for all three sections of Professor Scott Nelson's Chicago Booth Consumer Finance MBA course. This was a course not previously offered at Booth and I provided feedback on the structure. My responsibilities included providing feedback, responding to questions on the course, and the design and delivery of a review session. I asked students what topics to cover for the review session and customized my materials to meet this demand. The session was well-attended with high levels of engagement. I greatly enjoyed this experience as I aspire to teach a course on this topic.

While studying for my PhD, I have also completed my MBA at Chicago Booth. This experience provides me with a greater understanding of the student experience and exposed me to a greater diversity of student backgrounds and teaching styles across academic fields that I can learn from. Given my economics and finance experiences, I am open to teaching a range of core courses (e.g., Corporate Finance, Competitive Strategy) but would ideally love to teach electives in household finance or behavioral economics as these are the topics that are closest to my research interests.¹

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¹Complementing my Chicago Booth PhD coursework in behavioral economics, I was selected for the Russell Sage Foundation Summer Institute in Behavioral Economics and the NBER Behavioral Public Economics Boot Camp.