

Teaching Statement

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I believe teaching and research are inextricably linked. On one hand, I consider teaching to be a useful tool for deepening the understanding of the knowledge we generate through research. On the other hand, as a PhD student I have witnessed how the dialogue between professors and students can sometimes be a source of research questions. Therefore, I seek to be the type of professor that stimulates intellectual curiosity in my students by properly connecting research and teaching. In fact, most academics would not have pursued this career had it not been for the influence and dedication of professors who triggered in us the spirit of intellectual curiosity. Moreover, I consider that, as academics, we have a responsibility to transmit the most important results of our research not only to our peers, but also to students and a wider non-academic audience.

As a future educator in economics, I have three goals that I will look to accomplish when teaching a class. First, I want to give my students the necessary tools to understand different economic phenomena. It is important to expose students to the knowledge developed out of rigorous academic research and teach them how to apply it to think critically about real-world problems. Second, I will seek to transmit this information by connecting these ideas with examples from the real world, using different tools such as illustrations, data-driven exercises and case studies. In this way, I want to show students that economics is important for both their future professional careers and their everyday lives. Finally, I would like to inspire some of the students to go beyond of what I teach in class and look at the world with intellectual curiosity. In order to do this, I need to be able to clearly convey the most important ideas from economic research.

Over the past seven years, I have had the opportunity to build and hone my teaching abilities. At the Universidad de los Andes (Colombia), I had the opportunity to work as a teaching assistant for Introduction to Economics, Intermediate Macroeconomics, Intermediate Microeconomics, International Trade, Advanced Macroeconomics (for the master's in economics), and Managerial Economics (for the MBA program). In these classes (some of them in English), I held weekly tutorial sessions that complemented what was taught by the professor and I helped in the design and grading of assignments and exams. During two years, I worked as a teaching assistant for seven different courses, in which I averaged 3.7 points (out of 4) in my student evaluations.

Even though I have not been the main instructor for any class during my Ph.D. at the University of Toronto, I have also grown a lot as an educator, both in my role as a teaching assistant and as a student. For the last three years, I have been working as an assistant for the Real Estate Economics and Investment classes in the MBA and undergraduate programs. There, I evaluate student performance and help in the design of assignments and exams. These classes are taught by three of the main scholars in the field: professors William Strange, Nathaniel Baum-Snow and

Lu Han. Through this experience, I have been exposed to a variety of teaching styles and content in areas directly related to my research. Moreover, I have learned firsthand how leading scholars in a top university balance teaching, research and advising. These experiences have deepened my understanding of many of the economic issues that city dwellers experience, such as labor markets, housing and segregation, and have brought out possible research questions.

At the University of Toronto, I have also been a teaching assistant for courses in International Trade, Managerial Economics, Model-Based Decision Making and Advance Macroeconomics. Exposure to this wide array of courses, and the extensive training in economic theory and quantitative methods I received during my Ph.D., have given me the skills to teach every economics class at the undergraduate level. Given my research interests, I am particularly eager to teach graduate or undergraduate courses in Urban and Real Estate Economics. Additionally, I believe I would be an effective teacher for a wide range of courses, including Microeconomics, Econometrics, International Trade, Industrial Organization or Labor Economics.

Adding to my experience as a teaching assistant, I had the opportunity to be a guest lecturer for the Real Estate Markets course, taught by Professor Nathaniel Baum-Snow, where I taught students about housing markets. I was able to engage students on the theory and empirical evidence behind these issues, and discussed relevant policy issues such as homeownership, rent control and land use regulations. These sessions were enriching, as I was able to connect some of my own research with other research, and with policy discussions that appear on the news daily and affect some of the students directly.

In closing, I would like to say that I am also looking forward to reaching a stage in my career where I can advise undergraduate and graduate students in their research projects. This is a side of teaching I have not experienced yet, but I know it will be very rewarding one.