

I am an economist specializing in research at the intersection of labor and development economics, with over seven years of teaching experience in roles at the University of Edinburgh, Boston University, and the University of Costa Rica. At the undergraduate level, I am excited to teach courses on applied microeconomics, introductory econometrics, or courses where students learn to code and work with data. At the graduate level, I am excited to teach courses on labor or development topics, as well as courses in empirical methods.

Four main principles guide my approach to teaching: (i) reinforce learning through practice, (ii) convey simple intuitions through examples, (iii) foster discussion and collaboration, and (iv) remain mindful of students' backgrounds. I continue refining this approach through my experience in teaching roles at the University of Edinburgh, Boston University, and the University of Costa Rica.

Reinforcing learning through practice

Economic concepts are often complex and abstract, making them challenging for students to grasp through lectures alone. Students learn most effectively when lectures are paired with well-designed assignments that reinforce key ideas and build practical skills. In the undergraduate courses I taught at the University of Edinburgh, such assignments were a central part of the syllabus. In Applied Labor Economics, problem sets guided students through problems touching on complex topics such as discrimination and market power, while group assignments offered hands-on empirical exercises that developed students' data analysis skills and honed their understanding of empirical identification strategies. In Development Economics, group presentations of academic papers enabled students to delve deeper into current challenges in developing countries, while also strengthening their teamwork and communication skills. These assignments not only support student learning but also help me identify concepts that need to be revisited, as well as students who may benefit from additional guidance.

Building intuition through relatable examples

Simple, relatable examples help students grasp otherwise abstract concepts. I have had the opportunity to teach economics at various levels – from introductory courses at the University of Costa Rica, upper-level undergraduate electives at the University of Edinburgh, and assisting with Master's-level classes at Boston University. Across all these settings, I learned that students more easily absorb the material when it is anchored to real-life examples that capture the key idea. When preparing my lectures, I put great effort into identifying real-life situations or craft examples that help motivate and guide students through the topic.

Fostering discussion and collaboration inside and outside the classroom

Learning is more effective and more enjoyable when students actively engage through discussion and collaboration. Both my teaching experience and my time as a student showed that classmates can be an invaluable source of learning and support. Students often bring different ideas and perspectives about a problem, and by interacting with one another, they are exposed to new ways of thinking that can clarify difficult concepts. In my teaching, I put great effort into fostering an environment where students feel comfortable sharing their ideas, while also promoting continuous collaboration through both group assignments and actively encouraging them to discuss assignments with one another.

Opportunities for discussion and collaboration extend beyond the standard classroom setting and encompass my interactions with students and colleagues. I make myself available to students through email and regular office hours, and actively encourage students to use these channels to discuss any doubts they may have about the material. As an undergraduate Honours Thesis advisor at the University of Edinburgh, I encourage my advisees to meet regularly with me to discuss their research, no matter their progress, to help both overcome roadblocks and set a plan moving forward. At Boston University, I co-organized a student-led research workshop where Ph.D. students from multiple applied microeconomics subfields presented their ideas and received constructive feedback in a collegial and respectful environment.

Being mindful of students' diverse backgrounds

I strive to recognize students' diverse backgrounds, their capabilities, and their needs. As a first-generation college student, I have experienced firsthand the transformative power of higher education, as well as the often-invisible barriers that some students face along the way. This experience informs both my approach to teaching and advising. I maintain active interactions with students through both frequent assignments and more personalized settings, such as discussion sections –tutorials–, office hours, and email. I have found that active communication is essential for identifying students who may need extra support, whether in navigating the class content or pursuing their research, and for connecting them to the resources they need to succeed.