

Summary of Teaching Experience

Daniel Centuriao

Overview of My Experience Teaching

My teaching experience spans both Brazil and the United States, where I have served as the primary instructor for undergraduate courses across economics, business, and geography departments. I began teaching in Brazil at two prominent public institutions: the State University of Mato Grosso do Sul (UEMS) and the Federal University of Mato Grosso do Sul (UFMS). Combined, these institutions serve over 40,000 students and are nationally recognized for their academic rigor. UFMS, in particular, consistently ranks among the top 100 universities in Latin America according to international higher education assessments. At both universities, I was responsible for full course design, content delivery, grading, and student advising. My teaching portfolio there included courses such as Economic Geography, Spatial Economics, Quantitative Methods, Brazilian Economy, and Principles of Economics. These courses reached students from diverse academic backgrounds—including Business, Computer Engineering, Chemistry, and Geography—and were taught in both traditional and remote formats, especially during the COVID-19 pandemic.

It is important to note that, unlike in many U.S. institutions, student course evaluations in Brazilian public universities are standardized and managed at the department level, rather than by individual instructors. As such, formal evaluation results are not available for the courses I taught in Brazil. However, these experiences were foundational to my development as an educator and helped build the foundation for my student-centered approach to teaching.

Since beginning my Ph.D. at West Virginia University, I have continued to expand and deepen my teaching practice. I have served as the instructor of record for introductory undergraduate Principles of Macroeconomics, delivered asynchronously. My responsibilities have included designing syllabi, preparing and delivering lectures, managing assignments and assessments, and supporting students through office hours and online platforms. I have taught classes ranging in size from 26 to 80 students and have consistently received strong teaching evaluations, which are presented in the following section. These metrics reflect student feedback from my most recent teaching appointments in the United States.

Throughout my teaching career, I have continuously refined my course design and instructional strategies by pursuing formal training in pedagogy. I earned a Certificate in University Teaching and regularly participate in teaching workshops to stay informed about best practices in higher education. My courses are structured using backward design prin-

ciples and incorporate active learning techniques, real-world applications, and technology to enhance student engagement. I strive to create inclusive, experiential learning environments that are centered on student success.

In Summer 2025, I will be teaching Urban Economics at West Virginia University. Because the course has not yet been delivered in this term, no student evaluation results are currently available. However, this course is closely aligned with my research interests and is one of my areas of specialization within the Ph.D. program.

Most Recent Courses Taught

West Virginia University

ECON 462: Urban Economics (Summer 2025)

Class size: 80 students

General evaluation: Forthcoming.

Level: Junior/Senior

Type of instruction: Asynchronous

This course is a elective for Economics major students.

Course Description: The goal of urban economics is to help explain why cities exist and why people and firms concentrate in urban areas despite higher land costs, crime rates, and pollution. Urban economics analyzes city development, urban spatial structures, land-use patterns, socioeconomic problems, and solutions. Topics include urban growth, decline, sprawl, transportation, housing policies, local public goods, and externalities like pollution and crime. The course challenges students to analyze real-world problems—like traffic congestion, gentrification, and urban poverty—and consider solutions that balance economic growth with social equity. Students may gain skills in data analysis, problem-solving, and cost-benefit thinking, which are valuable in many careers beyond economics.

ECON 202: Principles of Macroeconomics (Summer 2024)

Class size: 26 students

General evaluation: 4.00/5.00

Level: Freshmen/Sophomores

Type of instruction: Asynchronous

This course is a requirement for Economics major students.

Course Description: This course introduces the fundamentals of macroeconomic theory and policy. Topics include national income determination, employment, inflation, and economic growth, with a focus on the roles of aggregate demand and aggregate supply. Students will explore key macroeconomic indicators, as well as the tools and impacts of monetary and

fiscal policy. Through real-world applications and data analysis, the course helps students understand how economies function at a national and global scale.

Student Evaluation and Comments

The evaluations presented in this section refer exclusively to the most recent courses I have taught in the United States. I report two types of metrics: quantitative ratings of overall course quality and qualitative student comments. For the quantitative evaluations, students rated their agreement with a series of statements using a scale from 0 to 5, where 0 indicates strong disagreement and 5 indicates strong agreement. The second component consists of open-ended comments, where students were invited to provide written feedback on their learning experience. While encouraging students to complete evaluations is considered good pedagogical practice, I do not offer any incentives or extra credit for participation; all responses are submitted voluntarily.

Figure 1: Metrics from ECON 202 - Principles of Macroeconomics (Summer 2024).

Instructor Summary Report for Centuriao, Daniel - Economics-202-702 - Summer 2024

Course Name: Economics-202-702 - Summer 2024

Mandatory Questions

The overall quality of the course was:

	Count	Str. Disagree	Disagree	Neutral	Agree	Str. Agree	Mean	Median*	Std Dev
Course content was related to graded assignments.	4	1	0	0	0	3	4.00	4.83	2.00
Course content was thought-provoking.	4	1	0	0	0	3	4.00	4.83	2.00
The course materials were useful to course objectives.	4	1	0	0	0	3	4.00	4.83	2.00

Overall my learning in the course was:

	Count	Very Poor	Poor	Avg or Fair	Good	Excellent	Mean*	Std Dev
I would rate my learning in this course as	4	0	0	0	2	2	4.50	0.58

The instructors overall teaching effectiveness was:

	Count	Str. Disagree	Disagree	Neutral	Agree	Str. Agree	Mean	Median*	Std Dev
The instructor fostered a positive learning environment.	4	0	0	0	0	4	5.00	5.00	0.00
The instructor was well organized.	4	0	0	0	0	4	5.00	5.00	0.00
The instructor provided helpful feedback.	4	0	0	0	0	4	5.00	5.00	0.00

(a) Teaching evaluation results.

General Comments

What recommendations do you have for changes? Principles of Macroeconomics

Comments
I don't have any recommendations. I thought the course was taught well.
None, this was a very good course!
I believe the course is very well maintained as is.

What helped you learn in this course? Principles of Macroeconomics

Comments
The cengage resources were organized very well. There was an appropriate amount of learning materials to feel prepared for exams.
The assignments on Cengage helped a lot and the exam prep materials.
Professor Centuriao was very helpful himself. Anytime I would email a question he would respond in a timely manner with very helpful feedback. He was very well organized on eCampus, and very helpful with his weekly announcements.

(b) Student comments.

Reflection on ECON 202

During my first experience teaching Principles of Macroeconomics in the United States, I encountered unique challenges tied to the asynchronous summer format. Students often missed deadlines due to the fast pace and lack of in-person engagement, which prompted me to implement more flexible deadline policies and increase outreach efforts. A key example involved a high-performing student who missed an exam due to health issues but only opened up after I contacted her personally. To better support students, I also began sending announcements as email notifications and created short instructional videos and an “Ask Your Question” discussion board, aligning with strategies from Teaching at Its Best book. These interventions enhanced student engagement and addressed common concerns more efficiently, as reflected in the qualitative feedback from students who appreciated the added support and clarity.

While course evaluations indicated that students valued the flexibility and helpful resources, they also revealed that some support materials like study guides and formula sheets were underused. Moving forward, I plan to better advertise these materials and incorporate video announcements to further boost instructor presence. I also learned that course design must remain flexible: each cohort has distinct needs, and even well-planned strategies must be adapted. From this experience, I grew more attuned to students’ individual circumstances and realized that effective teaching, especially in online formats, involves balancing structured content with compassionate, responsive instruction. This has solidified my belief that strong teaching depends not just on expertise but on a deep commitment to student success.

Previous Teaching Experiences

State University of Mato Grosso do Sul - Brazil

These courses were originally designed for in-person instruction but were adapted to an asynchronous format in response to the COVID-19 pandemic. Course delivery primarily relied on regularly scheduled online lectures.

Economic Geography (Spring 2020)

Class size: 12 students

Level: Junior/Senior

Type of instruction: Synchronous

This course is a elective for Economics major students.

Course Description: This course examines the spatial organization of economic activity through foundational theories such as location theory, central place theory, and global

production networks. Students explore how globalization, regional development, and economic inequality shape the geography of labor, industry, trade, and innovation. Designed for those interested in business, planning, public policy, or global development, the course builds critical skills for analyzing real-world economic challenges in both local and international contexts.

History of Economic Thought (Spring 2020)

Class size: 32 students

Level: Junior/Senior

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: This course explores foundational questions in economics—such as the origins of value, the role of markets, and the nature of money—through the lens of historical debates and ideas. Organized thematically rather than chronologically, it revisits classic contributions from key thinkers to better understand how past insights continue to shape modern economic thought. Students will sharpen their critical thinking, writing, and analytical skills while engaging with questions that challenge the very foundations of economic theory.

Introduction to Quantitative Methods (Fall 2020)

Class size: 28 students

Level: Freshmen/Sophomores

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: This course equips students with foundational skills in statistics and data analysis, preparing them to read, interpret, and apply quantitative research. Topics include descriptive statistics, probability, sampling, hypothesis testing, and simple regression, with hands-on practice using R/Stata or Python software. Designed for students with little or no prior experience in statistics, the course emphasizes real-world applications across social sciences research.

Spatial Economics (Fall 2020)

Class size: 16 students

Level: Junior/Senior

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: Why do cities grow, industries cluster, or housing prices vary so much across regions? This course introduces students to the economic forces that shape where people live, where businesses operate, and how regions develop. Using real-world examples and interactive models, we explore topics like trade, migration, transportation, and local policy. Students will learn how geography influences economic outcomes—and why space matters in understanding today’s biggest economic challenges.

Entrepreneurship and Innovation (Fall 2020)

Class size: 12 students

Level: Freshmen/Sophomores

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: This course explores how entrepreneurs and firms turn new ideas into successful innovations. Focusing on real-world cases and practical strategies, students learn how to manage the innovation process—from generating ideas to bringing them to market. Topics include opportunity recognition, business models, organizational design, and adapting to technological change. Ideal for students interested in launching ventures or leading innovation within existing firms, the course blends strategic thinking with hands-on learning.

Project Management (Fall 2020)

Class size: 80 students

Level: Junior/Senior

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: This course introduces students to the essential principles and tools of project management, a critical skill in today’s innovation-driven and fast-paced organizations. Students learn how to initiate, plan, execute, and manage projects across different industries, with attention to scope, time, cost, and risk. Through real-world case studies and practical exercises, students develop project plans, build effective teams, and explore pathways toward professional certification such as the PMP credential.

Federal University of Mato Grosso do Sul - Brazil

Most of these courses were taught at the business, accounting and economics school. However, the Principles of Economics course is also offered in other schools such as Engineering, I taught this same course for Software Engineering and Chemistry.

Principles of Economics (Spring/Fall 2019)

Class size: 80 students

Level: Freshmen/Sophomores

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: This course provides a comprehensive introduction to both microeconomics and macroeconomics, exploring how individuals and firms make decisions, how markets function, and how government policies impact the broader economy. Topics include supply and demand, market efficiency and failure, economic growth, inflation, and fiscal and monetary policy. Students will learn to apply economic models to real-world issues, develop critical thinking about economic outcomes, and build a strong foundation for future coursework in economics or related fields.

Introduction to Business Management (Spring/Fall 2019)

Class size: 36 students

Level: Freshmen/Sophomores

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: This course offers a broad overview of the business environment and the core functions that drive firm performance, including marketing, operations, finance, accounting, human resources, and management. Students explore how businesses respond to global, legal, and economic forces while developing a foundational understanding of decision-making and strategy. Ideal for students considering a career in business, the course also supports early career planning and introduces key concepts used across business disciplines.

Brazilian Economic History (Fall 2019)

Class size: 23 students

Level: Junior/Senior

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: This course examines Brazil's economic and business development from the 19th century to the present, exploring shifts from export-led growth to state-driven industrialization and market liberalization. Through case studies in sectors like banking, transportation, agribusiness, and film, students analyze the country's persistent challenges with inequality and underdevelopment. The course integrates development theory and historical analysis, while offering students the opportunity to pursue an independent research project on a related topic.

Principles of Macroeconomics (Spring 2019)

Class size: 45 students

Level: Freshmen/Sophomores

Type of instruction: Synchronous

This course is an elective for Economics major students.

Course Description: This course introduces students to the key concepts, tools, and debates in macroeconomic analysis. Topics include GDP growth, inflation, unemployment, and business cycles, with a strong emphasis on the role of government in managing the economy. Students explore how economists model the macroeconomy and apply these frameworks to analyze the effectiveness of fiscal and monetary policy in addressing real-world economic challenges.