

Teaching Philosophy

In October 2021, I was selected to be a FPI grant recipient, which allowed me to focus only on my research. While I was not obliged to teach, I still decided to serve as a teaching assistant for courses at the graduate level because I am passionate about teaching and believe in the fundamental role of teaching in academia. Teaching has trained me to engage deeply with course topics, to communicate ideas effectively and to interact with younger generations of students with diverse academic and cultural backgrounds. Teaching has also brought me joy. I derived great fulfillment from helping students grow and achieve their goals, from motivating them to express their full potential and guiding them with their own research projects. During my PhD I taught courses in topics such as applied econometrics, policy evaluation, causal identification and data science, both as a teaching assistant and as a main teacher.

I have experience with both established courses, such as the graduate level course in Econometrics II, and new courses, like the Econometrics for Policy Evaluation course in the BSE Summer School, where I collaborated with Professor Albrecht Glitz in developing new materials. I have also developed original material for a graduate-level two-week introductory course in Stata, where I was the main teacher. The materials and my teaching received positive feedback from students. My focus when preparing teaching materials is on clarity and accessibility. I find that the two key ingredients to achieving those is to use simple language and to use explicit examples when possible. For example, to help students in the course in Econometrics II understand the theoretical properties of different estimators, I wrote code to run simulations showcasing these properties in practice. In general, I favor a hands-on approach to learning as opposed to only relying solely on lecturing.

I actively encourage students to engage during the class. For example, for the course in Econometrics II, I organized a in-class quiz game with small prizes to train students with mock exam questions in a relaxed and fun environment. I recognize that, for reasons related to personality traits, culture or language barriers, not all students feel comfortable engaging in class. For that, I provide different avenues for engagement, arriving to class early to interact with students to arrive early and staying around after class. Students like to ask questions about class material, but also to learn about my experience during PhD. Often they seek advice on future steps in their academic career.

Due to my background, I feel confident teaching courses at the undergraduate, graduate and MBA programs. Apart from my expertise in Applied Econometrics and Labor Economics, I am eager to develop and teach an original and interdisciplinary course on Industrial Relations and Management Practices, using tools from both applied and theoretical labor and organizational economics to better understand the role of firm organization and labor market institutions to shape outcomes for workers and firms.

I hope to motivate my students to believe in their talents and individuality, to fulfill their potential and to pursue their goals with confidence. I hope to teach them to ask questions and provide them with the tools to answer them.

Summary of Quantitative Evaluations for Courses as Teaching Assistant

In the tables below, you will find a summary of my quantitative course evaluations along with all qualitative responses for the courses I served as a teaching assistant at the Barcelona School of Economics.

At the conclusion of each semester, students are encouraged to submit evaluations for their enrolled courses. Each student can rate instructors and teaching assistants on a scale of 1 to 5 (with 5 being the highest) for the following criteria: Satisfaction, Lecture Hours, Engages, Content Evaluation

The table below summarizes student responses to these criteria for the courses I served as a teaching assistant or main instructor. Average scores on a scale of 1 to 5 are presented for each course.

Table 1: **Teaching evaluations**

Course	Satisfaction	Lecture Hours	Engages	Content Evaluation	N. Responses
Econometrics II 2024 A	4.64	4.64	4.75	4.67	12
Econometrics II 2024 B	4.19	4.09	4.38	4.32	32
Stata 2023	4.83	4.67	4.76	4.67	19
Stata 2022	4.31	4.36	4.53	4.43	17
Stata 2021	5	4.88	5	4.88	35