

# Teaching Statement

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## What I Have Taught Before

During my studies, I have had the privilege to serve as a teaching assistant for different professors at different institutions. At Goethe University Frankfurt I was a teaching assistant to Bertram Schefold for the **undergraduate** course in *Principles of Economics*. The course objective was to introduce students to basic economic concepts, but compared to other Econ 101 classes this one put particular emphasis on the history of economic thought and methodological discussions. My task was to hold two weekly exercise classes (to approx. 100 students each) where I reviewed and explained the most important concepts from the professor's lectures. Importantly, I had only very loose, general instructions about the topics to be covered, so I created the slides myself. I learned a lot from this first teaching experience; not just in terms of content (including some off-mainstream economics), but also how to present and develop ideas in front of a large audience.

At the **graduate level**, I was a teaching assistant to Piero Gottardi for his *Microeconomics I* course that opened the first-year PhD sequence at the EUI. I was responsible for grading the submitted problem sets and for holding weekly exercise classes where I explained and discussed the solutions. I often stayed late after the course and met students outside of scheduled exercise classes to help them understand the content of the lectures. The students clearly appreciated that I went the extra mile, as evidenced by the excellent [feedback](#) I got. Finally, I was a teaching assistant for an **advanced course for practitioners** at the Florence School of Banking and Finance: The class *Monetary Policy Transmission* was taught by Carlo Altavilla (ECB) and José-Luis Peydró (Imperial College London). My task was to supervise students during Stata practice sessions and to answer their questions in virtual office hours.

## How I Prefer To Teach

Clearly, different courses require different approaches, depending both on the material to be taught and the audience's prior experience. For math-intensive courses (e.g., PhD level core sequence) I have come to prefer developing the material step by step on the (physical or virtual) whiteboard. By copying the steps in their own notebooks, students already absorb much of the material and can later compare it with a sample script that I would publish *after* the lectures. This allows me to tailor the final lecture notes to what we actually covered in class, including unplanned but fruitful digressions. Another advantage of that method is that it automatically slows down the pace of the lecture, compared to working exclusively with slides.

For courses that lend themselves to practical coding exercises (either empirical data analysis or numerical solutions for theoretical models), I would offer separate exercise sessions. In case some students have no prior experience with the programming language or software package of choice (probably Matlab or Stata), I would prepare some background material and references. If time permits, I would even kickstart the course with a session about the coding basics.

For courses with less technical content (e.g., topics courses or some undergraduate courses), a slide-based approach can be appropriate, but I would nevertheless enrich it with student presentations and practical sessions whenever possible.

Instead of a written exam, I prefer to have (graduate) students either replicate important results, write a fictitious referee report, or discuss a paper in front of the class. Such presentations do not only provide valuable training for students' later professional lives, but they also gently force shy students into the spotlight that is usually occupied by the most vocal students.

## **What I Would Like To Teach**

I am confident that I could teach any undergraduate level course in macroeconomics, microeconomics, and econometrics. At the graduate or post-graduate level, I could teach courses in microeconomics (except mechanism design and auction theory) and macroeconomics (including quantitative methods).

When it comes to non-core courses, I would enjoy teaching a topics course on *Financial Networks and Contagion* or *Banking and Monetary Policy Transmission*. Both courses could be tailored to different audiences, where undergraduate students would get a broad literature review with only a few selected deep dives. For graduate students I would put more emphasis on replicating certain results and practicing their empirical and/or coding skills.

## **Experience In Short**

### **Teaching assistant, Florence School of Banking and Finance, 2020**

- Graduate course for PhD students & practitioners, taught by C. Altavilla & J.-L. Peydró
- Introduction to empirical methods to analyze monetary policy transmission
- Supervised empirical exercises in Stata and held office hours

### **Teaching assistant, European University Institute, 2017**

- Graduate Microeconomics I course (part of core PhD sequence), taught by Piero Gottardi
- Taught exercise classes and held office hours once a week
- Prepared solutions and graded assignments

### **Teaching assistant, Goethe University Frankfurt, 2012 - 2013**

- Undergraduate introductory economics course, taught by Bertram Schefold
- Taught exercise classes twice a week
- Prepared slides and graded essays and exams