Teaching Statement

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I had a rich and fulfilling teaching experience as a graduate student at Northwestern. I served as a Teaching Assistant in undergraduate classes, Ph.D. level classes, MBA classes, and executive MBA classes. I really enjoy teaching and think it complements very well with all other aspects of being a scholar.

Next, I describe the most rewarding experiences I had as a teaching assistant, and my role in each of these. Then, I present my teaching principles. I conclude by analyzing where and how I feel I can contribute the most.

PhD level - Microeconomics I was an assistant to Professor Dekel's class for 3 consecutive years. This was the first in micro sequence of the Ph.D. program. Besides the usual roles of grading, holding problem sessions, and holding office hours, I was involved in a major improvement of the class notes. I also contributed in the production of uniquely tailored exam questions. This was a challenging task: even though I was a student in this class, it was not trivial to anticipate how a question was going to be interpreted by the students and to how to adjust the difficulty. Once that you know the answer, it is difficult to see a question with fresh eyes again.

MBA - Decision Making and Modeling At the beginning my role was only grading and holding office hours, but with time I started participating in the process of incorporation of new material to the class, helping prof. Al-Najjar writing cases and adding and updating topics. I learn from working on this class the importance of keeping the material fresh, and how the time and effort invested in adding material is worthwhile, not only in terms stimulating the interest of students but also in terms of keeping oneself motivated to teach the same class for many consecutive years.

EMBA - Analytical Approach to Uncertainty This was the first quantitative class in a carefully-curated program based in Miami. I was summoned to assistant in 7 consecutive cohorts over the last years. My main role was to complement the theoretical class with in-person assistance to help students learn and apply the material. I learn from this experience how to

communicate with an extremely heterogeneous crowd (MDs, Lawyers, Military, Government, and so on). I also had a lot of fun, and met very interesting people.

For all the classes I served I received excellent feedback. The reason is, at least partly, because **I actively think about how to improve my communication and teaching skills**. Over time, I learned how to adapt my techniques to the format of the class, the audience, and topics. My teaching philosophy, however, is based on the following general principles:

- **Relevance:** Engaging the student is fundamental to having an effective learning experience. Transmitting the relevance of the concept is an investment that pays off in terms of engagement.

- **Question clarity:** If it is not clear what is the question that we are trying to answer, it is difficult to motivate an answer. The question triggers intrigue in the student, but there should be no suspense with respect to what the question is.

- **No magic shows:** It is tempting to present, for example, the most elegant or clever version of a proof. This might generate awe in a student but, usually, is not the most instructive method. The class should follow a logic that is natural to solving the targeted problem.

- **Class could be just the start:** It should be clear how the students should continue learning about the topics if they are interested, specially in advanced classes.

At the graduate level, my ideal class would cover applied topics with a theoretical approach. For instance, I consider that I would thrive teaching a class on the economics of innovation. I would also be excited to teach a more fundamental class, either in information economics or microeconomic theory.

For elementary classes, I feel I have a comparative advantage teaching basic statistics. In my experience, theorists tend to think of statistical problems in a way that is natural and useful to students — specially those students who will pursue a career in business, finance, law, and other fields outside of

science.[1] I would also be a good fit to design an teach undergraduate level class on behavioral economics.

These are, of course, classes where I think I have an edge and where my contribution would be most valuable. However, I would be excited to contribute to teaching in any way that I can be useful.

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[1]I also believe that professors that do empirical research might have a comparative advantage teaching basic microeconomic classes.