

Teaching Statement

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Teaching Philosophy

During my teaching experience, I have learned that teaching can be one of the most rewarding experiences in academia. I am deeply motivated by the opportunity educators have to guide students from being passive learners to becoming active thinkers. Equipping students with the analytical skills necessary for independent problem-solving and critical thinking through meaningful interactions is one of the most powerful tools at our disposal. I have also learned that the *only* way to truly master a subject is by teaching it. Engaging deeply with a subject at a fundamental level, explaining abstract concepts, coming up with real-world examples, and continuously learning through discussions with students significantly reinforces our understanding. I am eager to continue developing my teaching practice as an interactive and engaging process that puts at the forefront students' intellectual development.

Teaching Experience

I began teaching during my college years in Chile, serving as the teaching assistant to Prof. Julio Guzmán for a full academic year in the undergraduate course "Econometrics" (i.e., [Wooldridge \(2009\)](#)). I had the opportunity to conduct sessions that combined econometric theory with practical applications, including computer-based exercises that I independently prepared. This experience not only introduced me to the rewards of teaching but also solidified my passion for applied microeconomic work. During my PhD at KU Leuven—where teaching responsibilities are not mandatory for doctoral students—I served as the teaching assistant to my advisor, Prof. Frederic Vermeulen, for the graduate course "Empirical Evaluation of Economic Policy" (i.e., [Angrist and Pischke \(2015\)](#)). The course aimed to equip students with causal inference tools to address policy-relevant questions. This experience was particularly enriching due to the challenges of teaching for the first time in a non-native language and accommodating a diverse group of students. The academic backgrounds of the students required me to adapt the content delivery

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flexibly to meet the students' needs and levels of preparation. Throughout my teaching experience, I have actively contributed to the preparation of problem sets and exam questions.

Since the start of my PhD, I have also been involved in supervising several graduate and undergraduate students as their daily tutor for master's theses on various topics in applied economics. This experience has highlighted the importance of providing individualized feedback. Feedback is crucial in the learning process, and as a daily tutor, I dedicate significant time to making it personalized and constructive for each student.

Teaching Interests

At the undergraduate level, I am enthusiastic about teaching mathematics, statistics, data science courses, econometrics, and introductory or intermediate microeconomics. Drawing on my PhD experience, I can also cover a range of topics at the graduate level, including microeconomics, labor economics, and advanced econometrics. I am prepared to teach advanced courses in microeconomics that focus on decision-making (e.g., part one of [Mas-Colell, Whinston, and Green \(1995\)](#)). Additionally, I can effectively teach labor economics courses that cover micro- and macroeconomic perspectives on the demand and supply of labor, family and gender economics, fertility, human capital and life cycle models, labor market equilibrium and unemployment, and search and matching models. In econometrics, I am highly interested in teaching standard graduate-level econometric topics (e.g., [Wooldridge \(2010\)](#); [Hayashi \(2011\)](#)) or quantitative methods in structural econometrics (e.g., [Adda and Cooper \(2003\)](#)). Moreover, I would be thrilled to develop a specialized course on the theory and econometrics of household behavior models, designed to serve as an empirical guide for the structural household economist.

References

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