

# Teaching statement

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Working as a teaching assistant for a variety of classes at Columbia University, I have come to think of teaching as a valuable and complementary contribution to research in academic life. I have taught freshmen in principles of economics (Wouter Vergote), sophomores in intermediate macroeconomics (Stephanie Schmitt-Grohe, Ron Miller, Xavier Sala-i-Martin) and upperclassmen in industrial organization (Wouter Vergote, John Asker) and development economics (Jack Willis). My responsibilities included leading recitations, writing problem set and exam questions, providing solution sets and holding office hours. Additionally, I enjoy tutoring younger students from disadvantaged backgrounds and I am currently tutoring a NYC public school first-grader through Read Ahead, an NGO. I have taught in-person and remote classes, through which I have learned to adapt my teaching to students' needs even further.

My first objective as a teacher is to make the classroom and beyond it, the student-teacher interaction, a comfortable space for everyone to learn. This is because I as student have appreciated approachable professors in the United States. As a student in France, I had never seen professors offer office hours for example. In order to reach this objective, I therefore always make sure to tell students that they should come talk to me during office hours but can also write or talk to me outside of these times. I always try to relate to students on a personal level, sharing some information about myself and my research. During the pandemic, I have striven to make sure students knew they could set up zoom calls with me whenever they felt it could be useful. I was happy about this feedback from a student in an intermediate macroeconomics class held entirely online during the fall of 2020 "Louise is friendly and approachable during office hours to answer questions".

My second objective as a teacher is to make sure everyone grasps how the concepts we study relate to real-life situations and ideally the news. Indeed, what I value most in economics is its role as a social science to say meaningful things about society. In order to reach this objective, I make efforts to relate the material to situations students may know, to the news, and to my research. I feel this is most effective when the material is linked to my research, in industrial organization or in development economics. In the fall of 2018, one student wrote in their evaluation of my teaching industrial organization "Louise has a deep understanding on the topics and how to present them".

My third objective as a teacher is to improve students' level of command of math and quantitative tools. This can be challenging when students are anxious about math performance, but it is quite rewarding for me as I minored in math as an undergraduate student. In order to achieve this objective, I always explain math concepts and methods slowly and carefully. I try to solve problems in different ways when possible. I engage students by asking questions regularly. In their evaluations, students have praised this: "teaches at a good pace; makes sure students engage" (Principles of economics, fall 2017). Teaching how to use statistical software is something I deeply enjoy as I know students will take these skills to whatever they go on to do. I have introduced students to Excel, Stata and R in office hours setting and in recitations.

Last, I most enjoy teaching students how to conduct their own economics projects. For Jack Willis's class in economic development taught in the spring of 2020 (the class was taught in-person during the first half of the semester and online in the second half), I met with all groups of students at various stages of their final project, discussing ideas, potential datasets, and data analysis strategies. This was extremely rewarding to me and to the students as well, as one student wrote as a response to feedback for their final project: "Economic Development has been my favorite undergraduate class, and it was a pleasure to attend this class. I also wanted to thank you for your extreme kindness and availability: you are great! I'd like too to get a PhD someday, and you have been a great inspiration to me."

I believe I am qualified to teach most economics classes at the introductory and intermediate level and advanced classes in industrial organization, development economics and environmental economics. I would also enjoy teaching quantitative methods for social sciences or public policy.

Title: **A&S Fall 2017 Standard Evaluation**

Dates: **12/04/2017 - 12/14/2017**

Course: **ECONW1105\_003\_2017\_3 / PRINCIPLES OF ECONOMICS**

Responses: **92/156 - 58.97%**

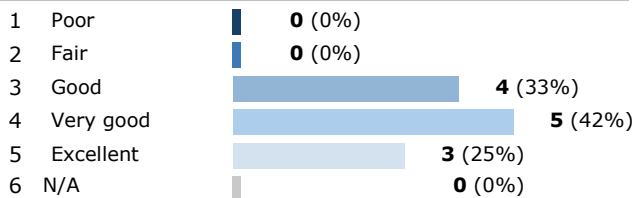
Instructors: **Wouter Vergote**

Number of Participants: **156**

Enrollment of All Students: **156**

TA Graph Report for: **Louise Guillouet**

**1 What is your overall assessment of the effectiveness of the teaching assistant? N=12**



Median **4** Interpolated Median **3.90** Mean **3.92** Std Dev **0.79**

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Title: **A&S Fall 2017 Standard Evaluation**Dates: **12/04/2017 - 12/14/2017**Course: **ECONW1105\_003\_2017\_3 / PRINCIPLES OF ECONOMICS**Responses: **92/156 - 58.97%**Instructors: **Wouter Vergote**Enrollment of Registered Students:**156**Enrollment of All Students:**156**

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TA Comments Report for: **Louise Guillouet**

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**Q1 What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader, or other assistant) as an instructor, and how might his or her teaching be improved?**

- Nice, moves slowly, patient.
- She tended to be a little confused at times as to how to answer questions, and we almost never finished the intended recitation lesson.
- Louise was very helpful and good at communicating topics. She addressed student's questions thoughtfully, and was easy to follow when going over information.
- Louise Guillouet is an incredible professional, and she knows how to give the most important points -- the "if nothing else, understand this" items -- to the students in her recitations.

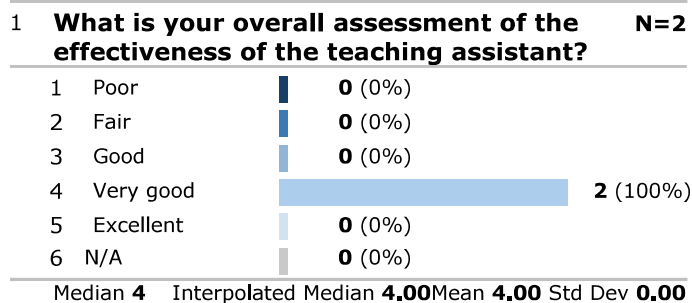
As far as weaknesses, I think it's the same with the other TA's recitation I've been to. It seems that some of the students in the class pay less respect to the TA than they do to the professor, so the recitations are generally more rowdy than the class. I think that distracts some of the students who are really trying to learn something from the TA.

- She is very good
  - Answers all questions/goes over concepts; reaches out to teacher if something is unclear; teaches at a good pace; makes sure students engage. Nothing comes to mind on how to improve, doing very good job.
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Title: **A&S Spring 2018 Standard Evaluation**  
 Course: **ECONW3213\_003\_2018\_1 / INTERMEDIATE  
 MACROECONOMICS**  
 Instructors: **Stephanie Schmitt-Grohe**

Dates: **04/23/2018 - 05/03/2018**  
 Responses: **23/54 - 42.59%**  
 Number of Participants: **54**  
 Enrollment of All Students: **54**

TA Graph Report for: **Louise Guillouet**



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Title: **A&S Spring 2018 Standard Evaluation**

Dates: **04/23/2018 - 05/03/2018**

Course: **ECONW3213\_003\_2018\_1 / INTERMEDIATE MACROECONOMICS**

Responses: **23/54 - 42.59%**

Instructors: **Stephanie Schmitt-Grohe**

Enrollment of Registered Students:**54**

Enrollment of All Students:**54**

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TA Comments Report for: **Louise Guillouet**

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**Q1 What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader, or other assistant) as an instructor, and how might his or her teaching be improved?**

- She's wonderful. She can be a little bit disorganized, but she's very effective.
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Title: **A&S Spring 2018 Standard Evaluation**

Dates: **04/23/2018 - 05/03/2018**

Course: **ECONW3213\_001\_2018\_1 / INTERMEDIATE  
MACROECONOMICS**

Responses: **14/31 - 45.16%**

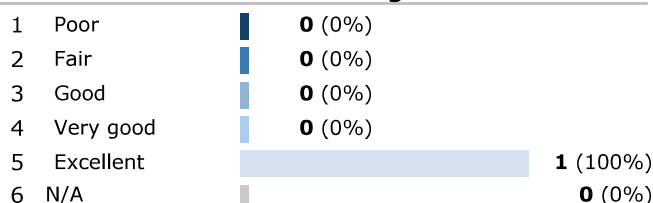
Instructors: **Stephanie Schmitt-Grohe**

Number of Participants: **31**

Enrollment of All Students: **31**

TA Graph Report for: **Louise Guillouet**

**1 What is your overall assessment of the effectiveness of the teaching assistant? N=1**



Median **5** Interpolated Median **5.00** Mean **5.00** Std Dev **0.00**

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Title: **A&S Spring 2018 Standard Evaluation**

Dates: **04/23/2018 - 05/03/2018**

Course: **ECONW3213\_001\_2018\_1 / INTERMEDIATE MACROECONOMICS**

Responses: **14/31 - 45.16%**

Instructors: **Stephanie Schmitt-Grohe**

Enrollment of Registered Students:**31**

Enrollment of All Students:**31**

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TA Comments Report for: **Louise Guillouet**

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**Q1 What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader, or other assistant) as an instructor, and how might his or her teaching be improved?**

- Has a great recitation section. Explains the concepts that we learn in class in a easier to follow manner. Louise prepares helpful recitation notes that are great for reviewing.
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# Columbia University: Arts & Sciences

## A&S Fall 2018 Standard Evaluation

**Course:** ECONGU4251\_001\_2018\_3-INDUSTRIALORGANIZATION: ECONGU4251\_001\_2018\_3 - INDUSTRIAL ORGANIZATION

**Instructor:** Wouter Vergote

**TA:** Louise Guillouet \* ,David Rosenkranz



**Response Rate:** 27/40 (67.50 %)

### 1 - What are the strengths and weaknesses of Louise Guillouet (discussion section leader, lab section leader, grader) as an instructor, and how might Louise Guillouet's teaching be improved?

**Response Rate** 3/40 (7.5%)

- Louise has a deep understanding on the topics and how to present them, but could work on being more clear when setting up the exercise problems
- Excellent TA during recitation. Covered all the material adequately and clearly.
- Louise is also great. Great TA. Very helpful. She stayed after her allotted hours to help students.

### 2 - What is your overall assessment of the effectiveness of Louise Guillouet?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	9	81.82%					
Very Good	(4)	2	18.18%					
Good	(3)	0	0.00%					
Fair	(2)	0	0.00%					
Poor	(1)	0	0.00%					
				0 25 50 100	Question			
<b>Response Rate</b>				<b>Mean</b>		<b>STD</b>		<b>Median</b>
11/40 (27.50%)				4.82		0.40		5.00



# Columbia University: Arts & Sciences

## A&S Spring 2019 Standard Evaluation

**Course:** ECONGU4251\_001\_2019\_1-INDUSTRIALORGANIZATION  
**Instructor:** John Asker  
**TA:** Louise Guillouet \* ,David Rosenkranz  
**Response Rate:** 35/55 (63.64 %)

### 1 - What are the strengths and weaknesses of Louise Guillouet (discussion section leader, lab section leader, grader) as an instructor, and how might Louise Guillouet's teaching be improved?

**Response Rate** 2/55 (3.64%)

- very helpful & responsive,
- She could be more confident and explain things more thoroughly but she is happy to go through the material one on one if you do not understand the concepts

### 2 - What is your overall assessment of the effectiveness of Louise Guillouet?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	4	44.44%	<div></div>	4.22			
Very Good	(4)	3	33.33%	<div></div>				
Good	(3)	2	22.22%	<div></div>				
Fair	(2)	0	0.00%					
Poor	(1)	0	0.00%					
				0 25 50 100	Question			
<b>Response Rate</b>				<b>Mean</b>	<b>STD</b>	<b>Median</b>		
9/55 (16.36%)				4.22	0.83	4.00		

Columbia University: Arts & Sciences

A&S Fall 2019 Standard Evaluation

Course:

ECONUN3213\_002\_2019\_3-INTERMEDIATEMACROECONOMICS

Instructor:

Ronald Miller

TA:

Louise Guillouet \* ,Bruno Velloso

Response Rate:

16/26 (61.54 %)

1 - What are the strengths and weaknesses of Louise Guillouet (discussion section leader, lab section leader, grader) as an instructor, and how might Louise Guillouet's teaching be improved?

Response Rate	2/26 (7.69%)
<ul style="list-style-type: none"> <li>Louise is the best!</li> <li>Louise is also really approachable and personable. She had quite helpful office hours.</li> </ul>	

2 - What is your overall assessment of the effectiveness of Louise Guillouet?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	3	30.00%	<div></div>	<div>4.10</div>			
Very Good	(4)	5	50.00%	<div></div>				
Good	(3)	2	20.00%	<div></div>				
Fair	(2)	0	0.00%	<div></div>				
Poor	(1)	0	0.00%	<div></div>				
				02550100	Question			
Response Rate				Mean		STD		Median
10/26 (38.46%)				4.10		0.74		4.00

COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK

ECONOMICS

Note: Columbia University did not organize a formal evaluation of instructors by students in the spring of 2020.

July 24<sup>th</sup>, 2020

Dear Cathy,

I write to strongly recommend Louise Guillouet for a Wueller Teaching Award in the Undergraduate elective course category.

Louise was the TA for my class Econ 4321: Microeconomics of Development in Spring 2020. The class is papers based, with problem sets and a final project which both include Stata work, as well as a midterm and a final. As such, the requirements of the class are very different from what many of the students have done before, so they need a lot of support. I was less available than usual to provide such support, due to childcare responsibilities and responding to the impact of COVID on my fieldwork projects.

Louise did a fantastic job and put in a great deal of effort helping students both with the material in the class but also with their final projects, pointing them to data sources, giving them ideas for identification strategies, etc, and generally making sure they got as much support as they needed. Moreover, she did this while asking for minimal directions from me, which was wonderful. I am extremely grateful to her.

In more detail, early in the semester, Louise engaged the students with interactive Stata sessions, recitations, and office hours. She knew most of them personally, which made the transition to remote learning smooth. As we finished the semester online, she made herself extra available, helping students with course material and with their final projects. For example, she wrote feedback on each final project proposal and offered a Zoom session for each group.

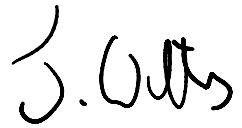
While there are no official ratings from students in the Spring, I can see students' comments to Louise in courseworks, in replies to feedback she gave them on their problem sets and final projects. The comments show what a great job she did and how highly students valued her. Two such examples:

*"Economic Development has been my favorite undergraduate class, and it was a pleasure to attend this class. I also wanted to thank you for your extreme kindness and availability: you are great! I'd like too to get a PhD someday, and you have been a great inspiration to me."*

*"Thanks a lot for your suggestions! I can never express how grateful I am for your help!!"*

Please don't hesitate to contact me if I can provide more information.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Willis". The signature is fluid and cursive, with the first letter "J" being large and prominent.

Jack Willis  
Assistant Prof of Economics  
Columbia University

**Columbia University: Arts & Sciences**  
**A&S Fall 2020 Standard Evaluation**

**Course:** ECONUN3213\_001\_2020\_3-INTERMEDIATEMACROECONOMICS: ECONUN3213\_001\_2020\_3 - INTERMEDIATE MACROECONOMICS

**Instructor:** Xavier Sala-I-Martin

**TA:** Rene Chalom,Yuqian Deng,Philipp Eibl,Louise Guillouet \* ,Eugene Larsen-Hallock,Shaoyu Liu,Edward Shore,Jack Zhang





**Response Rate:** 115/193 (59.59 %)

**1 - What are the strengths and weaknesses of Louise Guillouet (discussion section leader, lab section leader, grader) as an instructor, and how might Louise Guillouet's teaching be improved?**

**Response Rate** 4/193 (2.07%)

- friendly and approachable during office hours to answer questions
- great recitation videos. Super friendly and helpful
- The videos she made to explain graphs were excellent.
- Louise could improve on making his recitations more thorough and by spending some time developing the motivation for the concepts she was teaching.

**2 - What is the overall teaching effectiveness of Louise Guillouet in the current modality?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	4	30.77%		 4.23			
Very Good	(4)	8	61.54%					
Good	(3)	1	7.69%					
Fair	(2)	0	0.00%					
Poor	(1)	0	0.00%					
				0 25 50 100	Question			
<b>Response Rate</b>				<b>Mean</b>	<b>STD</b>	<b>Median</b>		
13/193 (6.74%)				4.23	0.60	4.00		