

Teaching statement

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With no effort, he had learned English, French, Portuguese and Latin. I suspect, however, that he was not very capable of thought. To think is to forget differences, generalize, make abstractions. In the teeming world of Funes, there were only details, almost immediate in their presence.

Fragment: Funes the memorious by J.L. Borges

I engaged in teaching at a very early stage. I TA'ed while I was pursuing my bachelor in Colombia. Some time after that, during my Ph.D.. I had the opportunity to teach different courses at Sciences Po (Le Havre), Paris I - Sorbonne, and Paris School of Economics. From these experiences I have learnt and constructed a teaching philosophy that is built around the following pillars. First, being a teacher is being a guide that must propel/spur/elicit curiosity. In my previous experiences I learnt that this can be achieved by bringing real-life contexts in the imparting of knowledge, and connecting different areas of knowledge. Second, teaching is a tool of justice. Teaching equalizes opportunities, and independent of the topic, is a place to convey values. Lastly, I consider that the effectiveness of teaching must mimic the construction of science: is something that is not memorized, but constructed, composed and recomposed by previous elements. That is why I believe that being rigorous and technical is a necessary condition for applying knowledge to real world problems.

At Universidad del Rosario, I was TA in mathematics and microeconomics. I guided the students to solve exercises and give explanations on 'how to do it?'. I have taught various groups in Science Po (Le Havre) at the bachelor level the classes of statistics and mathematics for social sciences. Having students from different backgrounds, and many from less quantitative orientation (history, anthropology, sociology), I realized that in addition to the tooling, it is paramount to infuse the reason 'why learning stats/maths is important?'. To avoid memorization of formulae, but rather to understand the process was indeed the goal of those classes. I then have taught the practical part of [advanced microeconometrics](#) for 2nd year graduate level master students in Paris School of Economics. It was an applied class using *R* aimed at reviewing the methods taught in class. To accomplish that I proposed to replicate papers using such methods. The class was research oriented, and intended to cover all the steps from the question, to data collection and cleaning until estimation. This last year I am *chargé TD* at Paris I University Panthéon - Sorbonne for microeconomics and statistics at the undergraduate level. I have also an econometrics course at the graduate level in the master of banking and finance.

Regarding future teaching obligations, I would be more than happy to teach any course at the undergraduate level. At the graduate level, I would be particularly excited to prepare second-year advanced courses in applied economics, labor economics, and computational methods for economics. Beyond lecturing, I am eager to participate in the organisation of conferences, seminars, and reading groups. In particular I want to organize a reading group focused on replication. This would be particularly insightful for Ph.D. students and young researchers to learn new methods, to motivate code sharing, and learning programming best practices.