Teaching Statement

Teaching is one of the most fulfilling aspects of academic life. I first discovered the joy of teaching as an undergraduate student at LMU Munich, when I served as a student tutor for Macroeconomics I and II. During my PhD at UPF, I continued to cultivate this passion by taking on various teaching assistant (TA) roles, despite being exempted from teaching duties due to a scholarship. I take great joy in teaching and I have worked diligently to refine my pedagogical skills, which is reflected in consistently high teaching evaluations (see Table 1). In what follows, I elaborate on my teaching experience, outline my approach to effective teaching, and discuss the courses I would be excited to teach in the future.

Table 1: Teaching Evaluations at UPF

Course Name	Level	Year	Average Score
Labour Economics	Undergraduate	2023	9.7/10
		2024	9.4/10
Modern Statistical Computing	Undergraduate	2023	9.6/10
Public Economics	Undergraduate	2022	9.0/10

Notes: The table shows average teaching evaluations for me as an instructor in the classes that I taught at UPF. 10 corresponds to the highest score. The full teaching evaluations can be found under this link.

Teaching Experience

I began teaching during my second year as an undergraduate student at LMU Munich, serving as a student tutor for Macroeconomics I and II. In this role, I led supplementary practice sessions that revised the material covered in lectures and TA classes, and provided additional exercises to deepen students' understanding. I found great joy in helping students grasp challenging concepts and, for the more advanced ones, exploring topics beyond the standard curriculum. I have stayed in touch with several of these students and have since advised them on their master's and PhD study choices. It is deeply rewarding for me to see their continued academic success.

As a graduate student at UPF, I continued to find great joy in teaching. In my role as a teaching assistant for Labor Economics, I complemented exercises on the key theoretical concepts from the lectures with discussions on how these concepts shape public policies in the real world, for instance minimum wages. I also incorporated hands-on coding exercises, for example computing the gender pay gap using microdata for a sample of German workers.

Teaching Modern Statistical Computing—a data science course—was an especially rewarding experience. I designed all TA sessions from scratch (see GitHub repository) with the goal of helping students gain practical experience in working with data and applying modern statistical methods. The sessions were built around developing solid coding skills in R, using datasets from sources such as Eurostat and the Spanish Statistical Agency (INE). I also emphasized clear and efficient communication of results through Quarto notebooks. A particularly fulfilling aspect of this course was supervising students' final empirical projects, which ranged from analyzing traffic accident data in Barcelona to examining seasonal patterns in Airbnb demand across Catalonia.

As a TA for Public Economics, my goal was to help students connect theoretical concepts from Public Economics to real-world policy questions. I particularly enjoyed mediating discussions on the

role of government intervention in markets and on how policies such as health insurance or housing allowances can be designed to enhance social welfare. These conversations encouraged students to apply economic reasoning to contemporary policy debates.

Teaching Philosophy

My teaching philosophy is guided by three core principles: clarity, engagement, and adaptability.

Clarity. I believe that simplifying complex ideas is essential for effective learning. In my Labor Economics classes, for example, I began each session by reviewing key concepts from the lecture to ensure that all students had a solid grasp of the underlying intuition before tackling the assigned problem sets together.

Engagement. I aim to cultivate curiosity and encourage active participation. In my experience, giving students hands-on practice and opportunities to develop practical skills—such as coding—greatly enhances engagement. When students see how the tools they learn can be applied to real-world data or future research projects, their motivation and learning outcomes improve markedly.

Adaptability. Ensuring that all students benefit from the class, regardless of their initial level, requires meeting them where they are. Good teaching begins with listening—understanding students' backgrounds, strengths, and difficulties. During my time as a student tutor at LMU Munich, students entered with highly heterogeneous levels of preparation: some needed additional support in revisiting core material, while others sought more challenging exercises. I adapted my approach accordingly, spending extra time clarifying fundamentals for some while adding optional, advanced problems for those ready to go beyond the syllabus.

I am committed to continuing to guide my teaching by these principles and to refining my methods to meet the needs of future students.

Future Teaching

As I complete my PhD, I am eager to continue combining research and teaching in my academic career. I look forward to teaching both core economic fundamentals and developing new courses that reflect my own approach to research. At the undergraduate level, I am happy to teach any courses the department requires. At the graduate level, I would be especially excited to teach Labor Economics, Public Economics, Urban Economics, and Applied Econometrics. I would particularly look forward to designing my own courses that reflect my research approach—combining theoretical and empirical methods to tackle questions in labor, public and urban economics.

Beyond classroom teaching, I greatly value mentoring and would welcome the opportunity to supervise students at all stages of their research, from undergraduate to master's theses. In all my teaching, my goal is to help students develop their analytical skills, curiosity, and confidence—to empower them to become thoughtful, engaged economists who apply economic reasoning to real-world challenges.