

Statement of Teaching Philosophy

I have enjoyed teaching economics during my PhD at Brown University. I served as the lead instructor in three opportunities: for the Economics PhD *Math Camp*, and twice at the Summer@Brown pre-college program, teaching Introduction to Microeconomics. As a TA, I taught Bargaining Theory, Intermediate Macroeconomics, and *Unemployment: Models and Policies*. During my master's studies I also served as a TA for Macroeconomics, both at the graduate and undergraduate levels, and for Introductory Calculus.

I believe in a practical approach to learning: it is fundamental that students are frequently engaged with the material in and out of the classroom. I typically accomplish this constant interaction by reserving time for in-class discussions or short assignments and having recurrent homeworks such as weekly quizzes. In my view, this process is critical in ensuring that students assimilate the material.

At times, especially in introductory courses, the concepts presented can be quite abstract. For this reason, it is important to bring in elements from the real world. I find that an effective way to convince students of the value of a certain concept is to have them read a news article, or listen to a podcast, and write a paragraph linking it to the content presented in class. These assignments also give me an opportunity to provide students with individual feedback and help me gauge their understanding of the material.

It is important to teach students to think independently and critically. To this end, after a new theory is presented, I reserve some time to discuss its applicability, the validity of assumptions, and the situations in which it succeeds or fails to explain real-world phenomena.

Finally, I prefer to structure my courses around a final project, such as an in-class debate, a research project, or the replication of a paper – depending on how advanced the course is. I typically have students work in small groups. Over the semester, I then make sure I provide the students with the necessary tools to complete their final assignment, and

reserve class time to discuss their progress. This process promotes creative and critical thinking, group cooperation, and creates a more enjoyable learning environment.

My education at Brown University qualifies me to teach most economics courses at the undergraduate level and graduate-level classes in Macroeconomics. I would be delighted to teach graduate classes of the first-year sequence of Macroeconomics, as well as second-year courses on Heterogeneous Agents, Computational Macroeconomics, and Macro-Labor.

Description of Teaching Experiences

Master's Experiences – Undergraduate. During my master's (2013-2015) I served as a teaching assistant in three opportunities. At the undergraduate level, I taught Multivariate Calculus and Intermediate Macroeconomics. For the latter, I was also responsible for designing a final project assignment and teaching the computational tools necessary to complete it.

I also served as a teaching assistant in what is equivalent to the first-year graduate school Macroeconomics course (Real Business Cycles, Dynamic Programming, New-Keynesian Models). My responsibilities were designing and grading the problem sets, as well as teaching the students numerical and computational methods, including the implementation of heterogenous-agents models.

Math Camp – Brown University. I served as an instructor for the Economics PhD Math Camp. This is a two-week course designed to ensure that incoming graduate students learn the basics of real analysis. This experience was particularly challenging for me, not only because it was the first time I lectured in English but also because students came from distinct backgrounds and I had to ensure they adequately assimilated the materials, which was crucial for their progress in the first-year courses.

Introduction to Microeconomics – Summer@Brown University. I was the instructor for this course twice, in 2016 and 2018. On both occasions the classes consisted of roughly 40 high-achieving high-school students from all over the world. Their diverse backgrounds made it for a very challenging teaching experience. It was also their first experience with topics in Economics, which gave me a great sense of responsibility.

From those courses, one particular experience stood out. Once, in the class of 2016, I asked students whether there was anyone who *did not* want to go to college. To my surprise, one student - an American, from a minority group - raised the hand. I was speechless because this student had the best grades in the class. A few years later, however, I met them on campus – they were now an undergraduate student. I never asked the reasons behind that choice, but I like to think that I had some influence in their decision to pursue college education. In any case, I was happy to know that their academic potential would be fulfilled.

Bargaining (Game) Theory – Brown University. My responsibilities included teaching and grading problem sets and holding office hours. It was a challenging experience since Game Theory is outside my main field. For the same reason it was quite enjoyable, as I had the chance to strengthen some concepts I had not been in touch with for some time. The problem sets were very demanding, and I often had to conduct additional lectures and office hours to ensure the students assimilated the material.

Intermediate Macroeconomics – Brown University. My responsibilities included teaching and grading problem sets and holding office hours. This was my first experience with a large undergraduate course: we had more than 200 students, and a team of 9 teaching assistants. In all, I learned that the key ingredients for such a course format to succeed are efficient logistics and fast, precise communication between the instructor and the teaching assistants.

Unemployment: Models and Policies – Brown University. I am currently the teaching assistant in this course, whose topics lie at the confluence of Macroeconomics and Labor Economics. My responsibilities include advising students in a research assignment and providing them with the theoretical and practical tools to complete this project. I therefore

seek constant feedback from the students to ensure that my lectures cover the topics they need to learn to execute the assignment. I have been teaching a wide range of topics, from simulating macroeconomic models of the labor market to causal inference. This has been the most rewarding teaching experience of my career because it combines the lecturing, mentoring, and the research aspects of the job.

Below I summarize the teaching evaluations provided by Brown University. A detailed account of evaluations is provided below.

Course	Scale	Median Evaluation
Bargaining Theory - 2019	5 = highest, 1= lowest	5
Intermediate Macro (S1 2018)	5 = highest, 1= lowest	4.5
Introduction to Micro (2016)	1 = highest, 5= lowest	2.03
Introduction to Micro (2018)	1 = highest, 5= lowest	1.52

Diversity and Inclusion Statement

I am strongly committed to diversity and inclusion both in my personal and professional life. I am aware of barriers faced by minorities, women and students and peers from underprivileged backgrounds. I benefit from the constant engagement with mentors, colleagues, coauthors, and students from multiple backgrounds. In my view, diversity in the workplace is key to the success of an organization. In addition, my teaching philosophy is strongly grounded around the principle of equality of opportunity.

I grew up in Brazil, a very diverse yet poor and unequal country. My great-grandparents emigrated from Italy in the late 1800's escaping from poverty and seeking a better life. My family background gives me a unique perspective of the barriers encountered by immigrants. My upbringing also provides me with a distinctive view of the problems existing in the developing world. Brazil is plagued with racial disparities, lack of opportunity for underprivileged groups, gender disparities, and extreme economic inequality.

When I moved to the United States to pursue my graduate studies I was surprised, if not appalled, to realize that most of these problems persist in such a rich society. Some are even more striking than in my country. My prior, certainly naïve, view – that economic growth would somehow eliminate those problems – changed dramatically. I am now convinced that active policies are indispensable to promote a more diverse, egalitarian society. I also believe that individual actions can make a difference. These views have shaped my research agenda, which revolves around studying the causes and consequences of inequality and the role of distributive policies.

In my role as a teacher, I am committed to creating an inclusive learning environment that welcomes diversity of thoughts, viewpoints and perspectives, and respects identities including race, ethnicity, gender, sexual orientation, religion, and socioeconomic status. Whenever possible, I try to share experiences related to my upbringing, the problems faced by poor countries, and how they compare to those in the United States.