

Mridula Duggal

Teaching Statement

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During my PhD, I have had extensive teaching experience and I found it challenging yet enjoyable and rewarding. Over the past five years, I had the opportunity to work as a teaching assistant for a variety of graduate courses, at the PhD and Master's levels. I have worked hard to provide high quality teaching in a friendly and inclusive environment to help students build their understanding of fundamental concepts in Economics.

My primary teaching interests are in Macroeconomics, Monetary Economics and Behavioural Macroeconomics. In the future, I would be willing to instructing courses on Fiscal Policy, Applied Macroeconomics, Economic Growth, Computational Economics, and Labour Economics, at either undergraduate or graduate level.

The remainder of the document describes my Teaching Philosophy, details on the courses I have taught and a sample of student evaluations.

Teaching Philosophy

My teaching philosophy builds on the core idea that student engagement is crucial for deep understanding and critical thinking. Hence, my classes and availability in office hours was developed as a means to promote students to ask questions (even if trivial). This was particularly true for the students in the Barcelona School of Economics Masters. Since they were learning concepts typically taught at the PhD level. It meant being balanced in providing sufficient detail to understand the concept. For instance, while explaining the recursive competitive equilibrium I would re-iterate how the mapping between the sequential and recursive equilibrium and would nudge them to use this overlap to solve the questions both ways.

I also believe that students learn better if they are taught how to approach a problem rather than simply provide a solution. In order to do so, I would often ask students to tell me how they solved the questions in their problem sets. This not only allowed me to gauge whether students were actively working but allowed me to elicit where common conceptual errors were made.

Finally, while a TA for Macro II (2021-22), computational economics was a core component of the course. This allowed for students to see practical applications of theory they were learning. Moreover, get early practice on how to use solution methods to solve dynamic programming and New Keynesian models. Since Prof. Nezih Guner gave me some freedom to dictate these sessions, it allowed me to focus on teaching students good programming practices on top of how to solve economic models.

My aim is to continue to use this Philosophy to encourage students to build their curiosity and think about economic questions through theoretical models and discipline those models with data.

Courses Taught

- *Macroeconomics II* (Universitat Autònoma de Barcelona, PhD), *Teaching Assistant* for Prof. Francesc Obiols. A mandatory graduate course intended for first-year PhD students in Economics at UAB, focusing on the concepts of heterogeneous agent and incomplete markets models. For this course, I held eight one-hour lectures, solved and graded eight weekly assignments, and held office hours.
- *Macroeconomics II* (Universitat Autònoma de Barcelona, PhD), *Teaching Assistant* for Prof. Nezih Guner. While the same course as the previous year the content was entirely different. The course built on learning analytical and computational techniques for growth and business cycle models. For this course, I held eight one-hour lectures, (selectively)solved and graded eight weekly assignments. In addition, I covered the entire section on the computation of Value functions and the New Keynesian model with solution techniques such as the bisection method, Tauchen's Method, and Dynare.
- *Macroeconomics* (Barcelona School of Economics, Master's), *Teaching Assistant* for Prof. Francesc Obiols and Prof. Juan Manuel. A mandatory course in graduate level Macroeconomics. It involved solving the Neoclassical Growth model and teaching concepts and techniques such as the Bellman equation and Value Function Iteration. I taught ninety-minute weekly sessions for ten weeks in conjunction with the course in Microeconomics (listed below) and held office hours.
- *Foundations in Economic Analysis* (Barcelona School of Economics, Master's), *Teaching Assistant* for Prof. Esther Hauk and Prof. Hugo Rodriguez. A mandatory course in graduate level Microeconomics. The course included consumer and produced theory with concepts such as Weak Axiom of Revealed Preferences. In addition, the course detailed general equilibrium concepts.

Teaching Evaluations

Students' feedback has been effective in honing my teaching skills and has led to improvements in my performance. In addition, my teaching evaluations have been positive. Measures such as "Quality of recitation", "Quality of the TA" and "TA's preparation for class", exemplify the effort I spent on preparing for my courses and teaching with an average score of 92% (4.6/5), 91.6% (4.58/5) and 95%(4.75/5), respectively in Macroeconomics II. I have been committed to help my students to understand the topics at hands with best enthusiasm I could provide and with the highest availability during and outside of class and office hours. Below, I report selected evaluations from my students. The full teaching evaluations are available upon request.

- *“Mridula was always prepared, approachable, encouraged questions and responded well to questions.”*
- *“Mridula’s performance as TA was simply outstanding. I feel very fortunate about having Mridula as TA.”*
- *“She has been the best TA I have ever had: her dedication, her availability, her clear explanations... The TA sessions were deeply useful, all of them. We corrected everything and moreover, we had also access to the solutions written by Mridula (that were exceptional). I’m happy to think that there’ll be students at the uni that will have her as a professor”*
- *“I think Mridula was a fantastic TA. She clearly has very good command of the concepts of macro, and an extremely good attitude towards teaching the materials that made the TA sessions really enjoyable. I also would like to stress her flexibility on extra office hours, as were as her dedication solving doubts and questions along the term. I encourage her to keep up her hard work, but more importantly to maintain such a kind attitude, as it really makes a difference on the way she teaches.”*