

Teaching Statement

I believe that as a teacher, my job is not just passing information, but helping students to engage with the course material and apply what they are learning in new settings. At the EUI, I had the opportunity to participate in teacher training that included workshops on different learning and teaching approaches, effective course design, and on equality, diversity and inclusiveness in teaching. In addition to giving information about theories underlying teaching and learning, it provided a lot of practical tools and strategies for teaching. The training included exercises on active teaching and assessment methods, lesson plans, and lecturing.

A key take-away was that learning results from what the student does and thinks, and learning activities should be designed to promote the desired learning outcomes. Moreover, when designing a course it is important to take into account that students come from different backgrounds and have different levels of knowledge. Explaining the same concept in different ways and relating the taught topics to real world examples is a great way to take into account that students think in different ways and to make abstract concepts more relatable. Especially at the undergraduate level, the strong emphasis on mathematics can be intimidating and discouraging to new students. Avoiding jargon and overly technical language, providing intuition, and establishing connections to real economic questions is important for fostering motivation. In general, I believe that learning by doing is a great way to enhance learning and develop analytical thinking.

I believe that collaboration is an essential part of academia. As a teacher I will encourage students to work together and help each other with problem sets. Making students work together for short tasks during the class can also help them engage more with the material and deepen their understanding. My goal is also to make myself available and approachable for students, for instance by having an open door policy, and to create an atmosphere where students feel comfortable asking questions and participating in class. Open communication is also beneficial for understanding how well students have understood the material and where more clarity is needed. I still have much to learn about being a teacher, and I am committed to actively seek feedback from students and colleagues and to continuously evaluate my teaching performance as I mature in the position.

At the undergraduate level I can teach any course in micro or econometrics. At the master or graduate level I would be comfortable teaching most courses in the microeconomics sequence and basic econometrics and statistics courses. Regarding elective courses, I would be happy to teach general classes on applied microeconomics, or more specialized classes relating to my research interests, such as political economy, public economics or development economics. For instance, a introductory course in political economy could cover basic models of voting behaviour, electoral competition and legislative bargaining. The course could also discuss empirical approaches to studying questions in political economy.