

Teaching Statement – Valerio Dionisi

email: valerio.dionisi@unimib.it
go to the personal webpage

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I currently teach Macroeconomics, International Macroeconomics, and Numerical Methods for Advanced Macroeconomics at both undergraduate and graduate levels. Together, these courses cover the theoretical foundations, empirical applications, and computational techniques that define modern macroeconomic analysis. I view teaching economics as both an invitation and a challenge: an invitation to engage students in rigorous analytical thinking, and a challenge to connect abstract models with real-world dynamics. My goal is to create an environment where students not only understand economic theory but also apply it critically to contemporary policy and data.

In *Macroeconomics*, undergraduate students are introduced to the core analytical frameworks that explain the sources of economic fluctuations and long-run growth. The course develops dynamic general equilibrium models, with a focus on how consumption, investment, and fiscal-monetary policy decisions interact over time. I combine theoretical exposition with analytical exercises to illustrate how models can be applied to interpret business cycle dynamics, inflation trends, and the effects of fiscal and monetary policy. Students learn not only the formal properties of these models but also how to critically evaluate their assumptions and policy implications.

International Macroeconomics extends the analysis to open economies, addressing topics such as exchange-rate determination, current account balances, international capital flows, and policy coordination under different exchange-rate regimes. This graduate course connects theoretical modelling to empirical observation, developing the analytical tools to understand questions at the core of the current economic and policy debates – for instance, the evolution of the Eurozone’s architecture, the challenges of global financial integration, the role of stabilization policies, and the macroeconomic implications of external shocks. Case studies and data-based exercises encourage students to connect formal analysis to ongoing policy discussions, cultivating both analytical and applied understanding.

In *Numerical Methods for Advanced Macroeconomics*, I introduce graduate students to the computational techniques that underpin modern quantitative macroeconomic research. The course covers recursive methods, and the solution and estimation of Dynamic Stochastic General Equilibrium (DSGE) models using Dynare and MatLab routines. Students learn to calibrate and estimate models, perform policy experiments, and simulate the effects of shocks under different assumptions. This hands-on approach provides practical experience with tools widely used in central banks and research institutions, bridging the gap between abstract theory and empirical analysis. All materials – including lecture notes, datasets, and code – are made openly available to ensure transparency and reproducibility.

Teaching these courses has reinforced my view that economics is best learned through active engagement with models, data, and policy questions. My aim is to help students cultivate the critical mindset that must define an economist: to think logically, use theory as a lens for interpretation, and connect analytical rigour with empirical and institutional relevance.

My teaching philosophy rests on five principles that guide both course design and classroom interaction.

Learning by Doing.– I design courses so students actively build and test economic models. Whether simulating open-economy dynamics using Dynare, estimating a quantitative macroeconomic model, examining the transmission of a policy shock, or analysing fiscal multipliers with real data, students learn by engaging directly with the process of economic reasoning rather than its final results.

Connecting Theory to Reality.— Economic theory is fundamental when it is used to interpret observed economic phenomena. I integrate empirical case studies – exchange-rate crises, Eurozone sovereign debt crisis, fiscal responses to shocks, or the Eurozone’s policy debates – to demonstrate the relevance of theoretical frameworks and encourage critical reflection. This approach helps students recognize the discipline’s power to address real-world challenges.

Supporting Diverse Learners.— My classrooms mix students from various backgrounds and skill levels. I structure lectures to build intuition before formalism, providing multiple entry points into complex material, and offer tutorial sessions to reinforce technical skills. Structured office hours help ensure that students with different preparation levels can succeed while maintaining high academic standards. This scaffolding allows all students to participate fully, building confidence alongside competence.

Continuous Reflection and Improvement.— Teaching is an iterative process.

I introject student feedback and learning outcomes to refine lectures, problem sets, and assessments. Incorporating digital tools and updating materials annually ensures that courses remain both accessible and rigorous. Allocating time for discussion and in-class problem solving promotes active learning, collaboration, and deeper understanding.

Mentorship and Intellectual Growth.— Beyond coursework, I mentor students in research design, empirical analysis, and the communication of results. Many students extend class projects into independent theses or research papers. I emphasize curiosity, precision, and intellectual integrity – qualities that serve them well in both academic and professional paths.

Students consistently report that my classes help them “think like economists”, citing the blend of theoretical rigour and practical application, and where structured office hours measurably improved engagement and exam performance.

Looking ahead, I plan to develop a Ph.D.-level course on *Production Network Theory*, which studies how the web of Input-Output linkages among firms, sectors, and countries shapes aggregate economic outcomes. The goal is to equip students with the analytical and empirical tools to understand how microeconomic shocks propagate through production chains and generate macroeconomic fluctuations. The course will integrate theory, computation, and data: from general equilibrium models with network structures, to quantitative methods for mapping Input-Output linkages, to empirical analyses of network-based propagation. Students will engage with recent research and policy applications – such as supply-chain disruptions, sectoral spillovers, and the design of stabilization policies in interconnected economies. Through this course, I aim to foster the same combination of analytical rigour, curiosity, and hands-on engagement that guides my broader teaching: helping students see economic systems as interconnected, dynamic, and deeply relevant to real-world challenges.

For me, teaching is not a secondary duty – it is a defining purpose of my academic life. It is where research informs learning and where students develop the analytical and ethical foundations to engage with complex economic issues. My classroom is a space where economic reasoning meets curiosity, where data and models become tools for understanding the world. I aim to cultivate independent thinkers who approach economic questions with rigour, creativity, and ethical awareness.