

## **STATEMENT OF TEACHING**

During graduate school, I had the opportunity to gain experience leading a classroom by being a teaching assistant for principles of macroeconomics for three semesters. Professor Watson, who taught the course during those semesters had a lax policy with the discussion sessions. Discussion sessions were optional for his students and teaching assistants could organize them according to what we deemed best. I opted to review the main concepts learnt during lectures and to offer examples and extra practice exercises to students. As my teaching evaluations suggest, undergraduate students I taught were thrilled with the discussion sessions. In general, no matter what the topic was, as teaching assistant, I followed three mottos that are now part of my teaching philosophy: (1) stick to a clear guideline in each session and come prepared, (2) be available and approachable for students in and out of class, and (3) be willing to learn with and from students.

Preparation and organization are essential to lead a class. Students from different backgrounds understand economic concepts with different explanations. I believe it is crucial for instructors to have the ability to explain the same idea in a variety of ways; and being prepared was fundamental for me to achieve this. Also, having a detailed outline of each session helped me reduce the risk of covering too many concepts. As a teacher, I plan to prepare at the beginning of the semester a transparent course syllabus and sufficient supporting material to allow students and myself to stay organized. In my undergraduate and graduate classes, I always appreciated when professors were clear not only about what topics we would cover but also why we were covering them. Overall coherence of a class is not always easy but as a teacher I want to convey to my students the purpose or final goal of the course. Another important section of a syllabus is an outline of what is expected of students. When evaluating students, I believe the most relevant factor to consider is whether they acquired the necessary tools to continue their education. As a teaching assistant, I always made an effort to be available and approachable in and out of class to aid undergraduates achieve this goal.

Besides holding the required office hours, I replied promptly to questions in emails and prepared extra review sessions before exams. I wanted to facilitate students' learning process, particularly when they showed more interest. Also, both in and out of class, I put a lot of emphasis on being approachable to students. My most successful learning experiences are from classes with professors that were easy to talk to and practical. At the undergraduate level this is probably even more relevant. Thus, I strived to bring to class real life examples that would help students relate to the topic being covered and to get them involved. I am confident students learn more by being active. It is crucial to invite them to ask questions and to listen carefully to these questions.

Finally, as a teacher, I want to always be willing to learn with and from students. In general, by being a teacher, I am confident I will improve my communication skills to convey in the best way possible my ideas and questions. Regarding economics, I am excited by the idea of having to review and dissect the concepts before explaining them. There is no better way of truly learning something. Also, I believe a good teacher has to grasp any opportunity to learn from students. In

some occasions during the discussion sessions, someone asked me an interesting question for which I had not an accurate answer. I offered the undergraduate student that we both do some research and discuss our findings in the next session. It was an enriching exercise that I intend to continue pursuing if the topic and class size allows it.

My teaching assistant experience and the great teachers I had at Boston University, shaped my teaching philosophy and ignited my passion for teaching. There are several courses that I am prepared to teach, but it would be a pleasure to teach in the introductory graduate economics sequence. At the graduate level, because of my research interests, I would naturally be inclined to teach econometrics, labor economics, or industrial organization. At the undergraduate level, I would also be excited to teach basic and intermediate microeconomics.