Teaching Statement

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Teaching is one of the aspects of academic life I value most. Like many academics, I owe much of my interest in economics to professors who taught with enthusiasm, clarity, and commitment to their students. I aspire to do the same.

My teaching philosophy rests on the belief that making complex ideas simple is among the most difficult and important tasks of an educator. I aim to make fundamental concepts accessible to every student without sacrificing rigour, while providing more advanced materials and individual guidance to those who wish to explore further.

To achieve this, I favour depth over breadth. In theoretical courses, I believe that carefully working through a simple model, examining its assumptions, and exploring how its predictions change when one assumption is modified is often more instructive than superficially covering a wide range of models. In applied and policy-oriented courses, I would organise classes around a small number of concrete economic questions, comparing the theoretical explanations and empirical approaches that can be used to address them. In both cases, my goal is to help students understand not only what economics predicts, but also why, how we arrive at those conclusions, and how to apply the tools themselves to new questions.

I believe that students learn best by doing, particularly by working through problems themselves. To this end, I would design assignments in which students formulate questions that interest them and apply the concepts and methods learned in class to address them. I would encourage students to explain their choice of approach, justify their assumptions, and critically evaluate their conclusions. As ready-made answers become increasingly accessible, I consider it especially important to foster intellectual curiosity and originality, placing greater emphasis on students' reasoning and problem-solving processes rather than on final answers alone.

During my doctoral studies at the European University Institute (EUI), I gained experience teaching graduate microeconomics and grading graduate macroeconomics coursework. As a **Teaching Assistant** to Professor David K. Levine in **Graduate Microeconomics II (Game Theory)**, I organised practice sessions around a review of fundamental concepts, followed by interactive problem-solving exercises. I graded assignments, designed mock exams, provided individual feedback, held regular office hours, and prepared detailed supplementary lecture notes and solutions. My commitment to clarity and accessibility is reflected in my student evaluations (available here): 90% of respondents gave the highest rating for my preparation and organisation, and 95% for my availability and approachability. One student remarked that my explanations were often "the pivotal moment in my understanding of the subject matter." Receiving such feedback has been one of the most rewarding experiences of my doctoral studies.

I also served as a grader for Professor Edouard Challe's **Graduate Macroeconomics III (Search and Matching)**, providing detailed written feedback on students' assignments. Beyond classroom teaching, I worked as a tutor in Game Theory as well as Search and Matching and mentored students in the inaugural cohort of the EUI Master's programme. I helped students strengthen the foundations necessary to participate in courses alongside PhD students and supported them in developing their first research projects, preparing doctoral applications, and navigating graduate studies. This experience taught me how to adapt my teaching materials and explanations to students with different backgrounds and levels of preparation, while maintaining the rigour of the material.

I would welcome the opportunity to teach across the economics curriculum. At the undergraduate level, I am prepared to teach **introductory and intermediate Microeconomics, Game Theory, Labour Economics, Industrial Organisation, introductory and applied Econometrics, and introductory Macroeconomics**. At the master's and PhD levels, my research and teaching experience particularly equip me to teach **Game Theory, Applied Labour Economics, and Macroeconomics of Labour Markets**. I would also be enthusiastic about developing advanced courses in **Bargaining and Wage Determination** and in **Industrial Policy**.