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Teaching Statement

In addition to doing research, teaching and interacting with students is one of the most rewarding aspects of being an academic for me. I have been a **teaching assistant continuously since the second year of my Ph.D.** both for core courses in the first-year Ph.D. sequence and elective courses, most recently "Macroeconomics III - Search Frictions" (by Prof. Edouard Challe, 2021 and 2022) and "Computations and Quantitative Models in Macroeconomics" (by Prof. Alexander Monge-Naranjo, 2021). My tasks as a teaching assistant included the design and grading of problem sets as well as the regular conduct of office hours and exercise classes. In addition, I compiled a set of lecture notes for the course on Search Frictions and provided students with sample codes for the course on Computational Methods.

Depending on the teaching needs of your department, **I would be comfortable with teaching** any course in Macroeconomics as well as introductory courses in Microeconomics and Econometrics at the undergraduate level. At the graduate level, I could teach any core course or electives in the Macroeconomics sequence. I would be particularly interested in teaching elective courses on computational methods, or topical classes close to my own research, e.g. on consumption, price setting and inflation, or labor markets.

I believe that a good course should not only provide students with facts but also enable them to gather their own evidence. Therefore, I like to teach **topical classes jointly with quantitative methods**. This includes giving undergraduate students the necessary guidance to make their first steps with analyzing data or showing graduate students the computational tools to solve the models discussed in class. I strive to make the methods as accessible as possible, e.g. by providing clean and well-commented sample codes, to avoid frustration and spark students' interest in applying the tools themselves.

Irrespective of the course at hand, the abstract concepts at the core of economics are best internalized when they are relatable through personal, day-to-day experience. In my teaching I use **examples and applications** wherever possible, to foster students' interest in the material taught and engage them in the class. For undergraduate students, examples can include discussing recent news reports on matters related to the course. For graduate students, the introduction of new tools can be facilitated by discussing related research papers that apply the methods at hand. In this way, teaching through examples also makes it easier for students to apply their newly gained knowledge.

In my experience, students can help each other in learning new material and profit from each other's perspective on the topics at hand. In my teaching, I **encourage students to collaborate** e.g. by asking them to hand in exercises as a group. Group work not only improves their learning experience but also helps them develop soft skills in teamwork as they have to coordinate their tasks and find a joint solution.

The global pandemic has forced all of us to adopt new **digital tools of teaching** in the past years. Some of these tools can also be useful in a post-pandemic world. For example, I started using a digital whiteboard during online lectures, which allowed me to provide students with a copy afterwards and made it easier for them to focus on the class. I now continue to use it even after returning to the classroom.

I am fully aware that I still have much to learn about being an effective teacher and educator. To **continue to improve my teaching**, I actively seek feedback from students and colleagues and use past student evaluations to guide my style of teaching. In this way, I strive to provide my students with the environment they need to develop, be comfortable, and grow as economists and individuals.