Teaching Statement

Teaching Philosophy

My main goal when teaching a social-science class is to allow students to consistently and methodically reflect on social issues of their interest. It is particularly satisfying when, by using Economics, they better understand some question related to their background or community. In part, this view reflects my education, in which special attention was given to development issues in my country (Brazil).

To do so, I believe it is essential to teach a strong theoretical foundation and, at the same time, keep a clear connection to the facts that the theory aims to explain. I also believe that students should have the freedom to pursue the questions they find the most interesting. In my opinion, the teacher should help them to explore a question further.

Teaching Experience and Interests

I am particularly passionate about teaching core classes in Microeconomics. At Northwestern, I was a teaching assistant for Introductory Microeconomics (2 quarters) and Intermediate Microeconomics (2 quarters). They are challenging to teach, as I need to put myself in the shoes of a student with little background in Economics. Precisely for this reason, it is also satisfying when the students understand how powerful some concepts and theoretical frameworks are for explaining social issues. A second challenge of core classes is that they consist of students with diverse aptitudes, interests, and backgrounds. To satisfy most of them, I seek to combine topics of varying difficulty levels, to indicate and prepare more advanced questions and exercises, and to be available for students who need a more careful explanation of the contents.

At Northwestern and the São Paulo School of Economics, I was a teaching assistant for other classes such as undergraduate Econometrics, Game Theory, Macroeconomics, Labor Economics, and graduate Microeconomics. I am available to teach any of these classes, as well as other classes.
Finally, I am also comfortable and interested in teaching a class in the fields I research. An undergraduate Development Economics class would consist of: (a) an overview of the main facts about economic growth and development; (b) the reading of some classic papers on the topic; (c) the discussion of some recent papers that consider the same topics that the classic ones consider. The goal of the course would be to introduce students to the main questions in development economics. In this way, they would know how to think as development economists and would be prepared to study it in a graduate class or to apply the concepts outside the classroom. A graduate Development Economics class, on the other hand, would be focused on helping students to develop a research agenda in the field, starting with a proposal for a paper. I would select a variety of recent papers based on both the importance of their contributions and how good they are as a “model” for the students.

To conclude, I view teaching as not only an important part of my professional career, but also as a satisfying one. My goal is for students to become as delighted by Economics as I am.

**Teaching Evaluations**

As a TA at Northwestern University:

- Introduction to Microeconomics, Fall 2015: 4.56/6
- Introduction to Microeconomics, Winter 2016: 4.08/6
- Labor Economics, Spring 2016: 4.20/6
- Microeconomics, Fall 2018: 5.11/6
- Microeconomics, Winter 2019: 4.96/6