

## TEACHING STATEMENT

Julieta Caunedo

Research is the act of creating new knowledge. Teaching is the act of transmitting this knowledge to the newer generations. My first teaching experience was as a teaching assistant for intermediate microeconomics at Universidad Torcuato Di Tella in Argentina. I was also a teaching assistant for the advanced undergraduate course in international trade at the same institution. Later, while at Washington University in St. Louis, I led weekly recitations as a teaching assistant for the first year PhD Macroeconomics sequence. I have shared the classroom with top scholars from whom I have learned not only their commitment to research in economics, but the importance of teaching as a pillar for continuous learning. In this statement, I first present my teaching topics of preference and outline their relevance for student's professional life. Second, I describe my research strategy for introductory and advanced courses.

I have a strong quantitative background that allows me to teach several topics at the undergraduate and graduate level, ranging from introductory macro theory, to topics in growth and business cycles theory. I am keen on teaching advanced courses on quantitative methods and firm dynamics.

Introductory and intermediate macro theory are fundamental for the understanding of day to day economics. Are prices going to rise in money printing accelerates? What would happen to investment rates if the government adjusts taxation schemes? What is the saving rate in the economy? These are only a few examples of the questions that our students should be able to respond successfully to if graduating from an economics program. Advanced topics courses are designed to give our students a comparative advantage in the labor market. Courses in quantitative methods for example may empower students with tools that are highly appreciated by employers, yet only a few students have these skills when leaving college. At the masters and PhD levels, the understanding of quantitative methods is a condition sine qua non for the study of modern macroeconomics.

When teaching, I believe it is useful to design a strategy that differentiates between a) introductory courses (lower-level undergraduate courses), designed to train students in the main intuitions behind economic thinking, and b) advanced courses (upper level undergraduate and first year PhD sequence), designed to equip students with tools to understand economic theory, as well as to perform basic economic analysis. There is yet a third layer reserved for advanced PhD seminars, environments where the teaching experience is more horizontal than in the other two. Students are trained in deep understanding of a particular literature, and are expected to come up with new research ideas.

For introductory courses, I like to provide a large number of examples for each particular concept that is presented in class. I have found that one of the main difficulties for lower-level undergraduates is to relate abstract concepts presented in class to the daily problems they observe in the world. The class is designed constructively: I start with a question, followed with the introduction of the concept and associated examples. At the end, I return to the question posed at the beginning and let students answer it collectively in terms of the newly introduced concept. Each class builds on previously introduced concepts. Returning to previously studied concepts helps students fix ideas, while giving them an extra opportunity to clarify doubts.

For advanced courses, the needs and objectives are different. Teaching tools and modeling strategies require students to be hands on. The class is presented following slides which students can later check while studying on their own. There are typically weekly assignments. If time permits, I like discussing the results of the assignments in class. I believe it gives the students an opportunity to present their work while sharing different approaches to solve similar questions. In the same vein, I find it useful to provide guidelines for the solution of the problem sets. After all, problems are easier to solve once somebody shows us a strategy! In advanced courses, I emphasize the links between the theory and the empirical evidence. I aim at training students in analyzing data critically and in a logical manner.

I believe teaching is a great opportunity to learn and help others in their learning journeys. I am committed to the teaching process and strive to be a superior teacher. I look forward to teaching as an integral aspect of my future academic career.