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Teaching Statement

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I began gathering teaching experience in 2018, when I was offered a teaching assistant position for Intermediate Microeconomics at Santa Catarina State University during the second half of my undergraduate studies. The position was a turning point in my trajectory. It showed me that I could pass on the knowledge I had learned from my professors and help other students facing the same challenges I had faced. It also began to shape my own teaching philosophy, even before I was fully aware of it.

The first part of that philosophy is working through each problem step by step, without taking shortcuts through memorization. A clear example came from working through consumer theory problems with students at the time. I noticed how easily they fell into the trap of memorizing how to solve a problem for a particular utility function. I believe this makes us lose track of the reasoning behind the methods used in economics, and of the intuition we can draw from them. Setting up each maximization problem, understanding how to incorporate each constraint, and knowing deeply what a first-order condition means led to a much richer understanding of the theory we set out to learn.

The second part of my philosophy took shape during my master's degree at the Federal University of Pernambuco, where I was a teaching assistant for Real Analysis. The position came in 2021, during the COVID-19 pandemic, when classes were held remotely and keeping students engaged through a screen required extra care. Beyond assisting the course, I taught two problem-solving classes, working through exercises with students in real time. Writing a proof forces you to understand why a result holds, not just that it does, and I saw how that process helped students build intuition they could carry into other problems. It taught me that students learn best when they do the reasoning themselves, with guidance, rather than simply follow along.

The third part came with my PhD at Southern Methodist University, where I have worked as a teaching assistant in courses ranging from Principles of Macroeconomics to Econometrics. There I met a much wider range of students, some encountering economics for the first time and others preparing for careers that depend on it. I learned that the same explanation does not reach everyone, and that part of teaching is finding the right entry point for each student, whether through intuition, a graph, or the mathematics. It also taught me to keep refining my own explanations, since what works well for one group of students may need to be rebuilt for the next.

I am particularly interested in teaching microeconomics and econometrics, from Principles of

Microeconomics and Intermediate Microeconomics to undergraduate and applied Econometrics. These are the courses where my teaching philosophy was mostly shaped and where I can more easily connect with my own research. Beyond the core courses, I would be excited to develop field courses related to my research, including Public Economics, Labor Economics and Causal Inference.

Whatever course I teach, I will bring the philosophy that began with that first TA position during my undergraduate studies: work through every problem step by step, let students build their own reasoning and intuition, and find the methodology that works for each of them. My goal remains the one I had then: to help students meet the challenges I once faced, and to leave them understanding not only how economics works, but why.