

# Teaching statement

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One of the most influential teachers I have had once told me that the most successful way of learning and generating new knowledge was to remain curious. This advice has resonated throughout my career, eventually leading me to become an academic. It also turned into the foundation of my teaching philosophy: in order to engage my students and achieve an effective learning process, my goal is to spark their curiosity for the ideas I want to transmit. I believe one necessary condition is to deliver my classes with enthusiasm: students will get excited about the material if they perceive I am excited about it too. But most importantly, I introduce as many real-life examples as possible for illustration. Every economic concept, especially microeconomic foundations, has its counterpart in everyday instances that everybody can relate to; I have used it as a tool that has proven to be effective in catching students' attention and in helping them to develop the ability to apply abstract concepts to different contexts, which, in my opinion, represents concrete evidence of the actual understanding of the ideas.

My teaching experience dates back to my time as a teaching assistant as an undergraduate student at Universidad Nacional de Mar del Plata, Argentina. These teaching positions were part of the research fellowships that I was awarded. The double research-teaching appointments were intended to train us to think about these two activities as joint processes: the acquisition of new knowledge by doing research, and the conveyance of that knowledge to others through teaching. That interaction still shapes the way I perform these activities to this day. My responsibilities entailed leading weekly discussion sections of sophomore and junior students majored in economics. I additionally got actively involved in assisting with workbook rewriting, and generating new material aimed for students to link economic concepts to situations drawn from TV shows, using online resources. I also served as technical proofreader of an educational e-book edited by the instructors. This early exposure to teaching fired my passion for it and helped me to improve my presentation skills, in particular the importance of planning and presence of mind.

After obtaining my master's degree I got a position as a stand-alone instructor at Universidad Tecnológica Nacional in Mar del Plata, Argentina. This university trains students in the technical side of the production process of food products; my goal was to teach their seniors the economics of the demand side. That was the first time this course was taught, so I put it together from scratch. It was a challenging task, yet one of the most rewarding experiences of my teaching career. Given

the interdisciplinary nature of the interactions, I got to learn a lot from my students while teaching this course. I also had the chance of choosing the evaluation methods myself. I used in-class discussions to assess the aspects of the material that the students had more trouble grasping and to ensure they made it to the formal evaluation well-prepared and confident. The other part of the grade was an activity in which they had to put the concepts learnt into practice, for a product of their choice, in one of the chapters of the final integrating project leading to their degree. This assignment stimulated their curiosity and provided motivation, while training their critical thinking abilities.

As a Ph.D. student at the University of Illinois at Urbana-Champaign I have worked as a teaching assistant for a microeconomic principles course. I have led discussion sections, graded exams, held office hours, and written exam questions. Most students in this course were freshmen and they came from a variety of majors. I took this as a special challenge to awaken their interest in economic issues.

After all these experiences, I look forward to my future teaching endeavors as a professor. I would be delighted to teach at both the graduate and the undergraduate levels. My expertise would allow me to make valuable contributions in courses on topics related to econometrics, industrial organization or microeconomics, but I would also be excited to teach a broader variety of courses, from which I could continue to learn.