Teaching Statement
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My first experience with economics came from my introductory economics teacher in high school. At that time, I was not sure about what major I should study. However, his enthusiasm began to awaken a curiosity for the discipline that made things clearer for me. In class, he never elaborated on sophisticated concepts such as optimization, but I am sure that it was where I first listened the definition of the word inflation, a concept that has motivated my research and I am still trying to understand. My idea of how economics should be communicated rests entirely on that experience, since I truly believe that an essential part of the job as a teacher is to share their passion, dedication, and command of the subject, hoping to touch that intellectual curiosity that encourages students to go deeper into economics.

I have more than 15 years of experience, with students in Mexico and in the United States, teaching Macroeconomics from introductory to graduate courses. During this time, I have seen how students can feel overwhelmed by how mathematically demanding macroeconomics is. I lived it myself, to the point that I decided to start a degree in mathematics in order to better understand the models before grad school. For this reason, a skill I have developed is the pedagogical ability to translate mathematically complex concepts into intuitive and simple language that facilitates students' understanding. For example, when I finish teaching the New Keynesian model, I like to show students that it is essentially the IS-LM model they learned in intermediate macroeconomics, with the caveat that it uses more advanced mathematics. This practice is motivated by my belief that, although economics has evolved strongly as a discipline, it is still trying to solve old problems with new methodologies.

A principle that guides how I design my courses is motivating the study of macroeconomics by analyzing empirical regularities, since I think many ideas would otherwise live in the abstract and this may reduce students' interest. Accordingly, in my Summer I implement Data Labs, a space in class where I provide students with the necessary empirical tools (essentially R code, sometimes Excel) to analyze the regularities that we are trying to understand in the theory.[1] Another activity I use to develop students' curiosity is providing them with a brief introduction to the current state of the art. For example, when I mention the concept of rational expectations, I unequivocally see the face of some students who do not find it entirely convincing. This is where I bring in my expertise in behavioral macroeconomics with a set of lectures that introduces students to how economists currently understand expectation formation from an empirical and theoretical point of view, which is the area on which my research has focused.

I am aware that the world is rapidly changing with the massive adoption of Artificial Intelligence (AI), and that this represents a challenge for teaching and learning. For this reason, in my Fall 2026 position as a Teaching Assistant (TA) for Intermediate Macroeconomics with Professor Schoenle, we have implemented strategies so that AI helps students in their learning process without replacing their own reasoning. Now the assessments include sections where students are explicitly asked to request the solution to a problem from their preferred AI, and their task is to analyze the output critically. This approach reflects my belief that professors are the ones who must adjust their teaching methods in response to AI, encouraging its ethical use in the classroom rather than prohibiting it. Additionally, for this course I built a Tutorbot based on Gemini that helps students with the material but never solves the assignments, which is evidence of my commitment to adopting AI in the classroom in an ethical way.

Finally, the most recent transformative experience I had was in the course "Inflation Dynamics and Monetary Policy" with Professor L'Huillier, for which I am also a TA. On the first day he told the students: "get ready to have the best class of your life. . . " There was laughter. He added: "I am serious, that is what my latest evaluations say." Since then, every time I am about to walk into a classroom I ask myself how I can make this class the best one my students have ever taken. How can I capture their attention so that, at the end, they leave convinced that the time was worth spent (better than asking an AI, for example). But above all, the question I always come back to is how to awaken that inner desire that pushes them to take the next step and go deeper into macroeconomics, which is why I have made teaching a part of who I am.

[1] First implemented in the summer of 2026, with a very positive response from students.