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Teaching Statement

Training future leaders and researchers to tackle real-world problems is one of the most rewarding parts of my work. My research studies how people make high-stakes decisions, negotiate with better-informed counterparts, and perform inside organizations with weak incentives, and I would bring these questions, and the settings in which I study them, into the classroom.

Teaching Experience

At the University of Oxford, I taught introductory statistics, econometrics, and microeconomics to undergraduates as a stipendiary college lecturer, and served as a teaching assistant for undergraduate econometrics and development economics. I taught through the tutorial system, in which small groups of three to five students discuss problems and written work in depth, an approach built on the same principles as the case method: students learn by preparing in advance, defending their reasoning, and responding to challenge. At the Blavatnik School of Government, I led discussion-based seminars in Evidence in Public Policy for Master of Public Policy students, many of them mid-career professionals from dozens of countries and from backgrounds ranging from law to engineering, and I supervised more than fifteen of them one-to-one on capstone projects designing evaluations of real policies. Students' anonymous evaluations were consistently positive, highlighting lively discussion, detailed feedback, and my availability beyond scheduled sessions.

MBA and Executive Education

I am eager to teach through the case method and would be excited to contribute to the unit's courses in negotiation, decision-making, and behavioral and organizational economics. Many of the questions at the core of these courses are being reshaped by challenges managers face right now. Volatile prices, shifting trade policy, and supply-chain disruptions have made decisions under uncertainty central to everyday management: when to commit and when to wait, how to share risk with partners, and how to negotiate when the other side has better information. The rapid spread of AI raises equally pressing questions: how people weigh algorithmic advice against their own judgment, how organizations get employees to adopt new tools, and how AI changes the balance of information in negotiations. I would build cases and exercises around these themes, drawing on firms and organizations across sectors and, where useful, on settings from my own research, such as producers negotiating with better-informed buyers or a large organization rolling out AI-based forecasts to its users, where familiar managerial tensions are unusually visible.

For executive education, I draw on years of presenting research to senior audiences, including government ministers, the World Bank, the Asian Development Bank, and the Food and Agriculture Organization, and on the experience of translating rigorous evidence into decisions that practitioners can act on.

Doctoral Teaching and Mentoring

I would be glad to teach doctoral courses on field experiments and empirical methods, and to advise students in the Business Economics and Organizational Behavior programs, particularly those interested in running experiments with firms, governments, and other organizations. I have mentored over ten pre-doctoral researchers from six countries, co-designed the mentoring scheme for the Development Innovation Lab's pre-doctoral program at the University of Chicago, and coordinated the Economics Applicant Mentoring Program, which supports applicants from backgrounds underrepresented in economics. As a PhD student, I co-founded a writing exchange in which students across three departments gave each other feedback on drafts, which later cohorts still run. I am committed to creating learning environments where students from diverse backgrounds can thrive and contribute their perspectives.