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Statement of Teaching Philosophy and Interests

Teaching Philosophy

My goal as a teacher is for students to leave my courses able to use the tools of economics to ask and answer questions they care about, and confident that they belong in the discipline. I find that students engage most deeply with demanding quantitative material when they feel that their questions, mistakes, and perspectives are welcome. Holy Cross's commitment to attending to each student as a whole person, describes the kind of teaching I aim to provide, and the small classes of a liberal arts college are where I believe it is most achievable.

Teaching Experience

At the University of Oxford, I have taught core undergraduate and postgraduate modules.

Undergraduate Teaching: I have experience teaching core modules in Econometrics and Microeconomics, from introductory to advanced undergraduate level, in Development Economics, and in introductory Statistics and Probability. I taught through the Oxford tutorial system, which emphasizes small-group instruction, active student participation, and critical discussion. I regularly led tutorials in groups of 3-5 students, fostering student engagement, targeted feedback, and the development of critical thinking skills. In addition, I taught revision classes for larger groups of up to 15 students, where I provided structured content review and facilitated group discussions going over past exams.

Postgraduate Teaching: I led seminar-style discussion in Evidence in Public Policy, a course on policy evaluation methods for Master of Public Policy students at Oxford's Blavatnik School of Government. The students were highly diverse, representing a range of nationalities, ages, and academic/professional backgrounds (from law, engineering, and social sciences). I adapted my approach to address varying levels of technical preparation, ensuring that all students could engage with the material and participate in discussions. I have also provided one-to-one supervision to more than fifteen students in the Master of Public Policy for one of their capstone projects developing a rigorous evaluation design of a policy of their choice.

Teaching Approach

My teaching practices draw on research about how students learn, and I approach my own courses much as I approach my research, continuously testing, learning, and adapting based on feedback.

Active learning. My teaching style centers on an interactive and supportive learning environment. In tutorials, I engage students in open discussion and critical questioning. In larger groups, I combine formal instruction with interactive exercises, incorporating questions for students throughout my slides so that they work through problems and puzzles themselves rather than watching me solve them. This method has proven valuable to give space to students to work through problems and puzzles themselves.

Frequent, low-stakes feedback. During my Oxford tutorials, students submitted written work every week and received detailed comments before discussing it together, so misunderstandings surfaced early rather than in the final exam. At Holy Cross, I plan to bring the same rhythm to larger classes by pairing weekly problem sets with short in-class checks that carry little weight in the final grade. I also value student feedback highly on my own teaching, and I use anonymous

feedback quizzes throughout each course to elicit suggestions and adjust pacing and content while the course is still running.

Accessible office hours. I have integrated optional office hours into every course I taught. As a student, I benefited greatly from engaging with professors during office hours, to discuss questions I had prepared when studying independently. I actively encourage my students to do the same, and because the students who would benefit most are often the least likely to come, I present office hours as a normal part of the course rather than a remedy for falling behind.

Connecting methods to real questions. In Statistics and Econometrics, I plan to build assignments around real data, including publicly released data from field experiments, so that students see how the methods they learn are used to answer questions that affect people's lives. My experience working in government in the UK, Ethiopia, and Guinea-Bissau, and presenting research to policymakers at the World Bank, the Asian Development Bank, and the Food and Agriculture Organization, has taught me to explain complex economic concepts clearly and rigorously to non-technical audiences, a skill that transfers directly to introductory courses.

Fostering Inclusive Classrooms

I spent my childhood in Rome, where I thrived socially and academically. At age 14, I moved to Sligo, a small rural town on the west coast of Ireland where I completed my secondary education. Transitioning from a city of 3 million people to a town of 30,000, I vividly remember feeling both out of place and overwhelmed as I tried to adapt to this new environment. The challenge of expressing myself in a new language often left me feeling isolated. Early on, I learned the challenges of being different, while also realizing that I had to work much harder than I ever did in Rome, just to keep up in these new academic and social environments. While my own challenges were modest compared to the barriers many face due to social, economic, or ethnic inequalities, they shaped my sensitivity to issues of inclusion and opportunity that continue to guide me professionally. That experience taught me that whether students feel they belong shapes how much effort they invest and how they interpret early setbacks. I adapt my teaching to varying levels of technical preparation; at Oxford, I taught students from more than fifty countries with a wide range of ages and educational backgrounds. I create space in discussion for every student to contribute, offer additional office hours, and make course materials accessible, for instance by using color-blind-friendly graphs and enabling captions in video-based classes.

One strand of my research studies how role models shape people's goals and economic opportunities, finding that they can have lasting impacts on individuals' economic decisions. This topic strongly resonates with my own experience—I have been fortunate to learn from inspiring role models and generous mentors whose advice throughout my education influenced my professional path. In my courses, I would invite alumni and practitioners from diverse backgrounds working in policy and development to speak with students, and I would feature research by economists from the countries we study.

Having lived on four continents, I have seen how unevenly academic opportunities are distributed. To contribute to better access to these opportunities, I have been mentoring and supporting pre-doctoral students and researchers. During my PhD at Oxford, I served as the first coordinator for a cross-university mentoring initiative linking UK-based PhD students with prospective applicants from low- and middle-income countries (Application Mentoring Programme, AMP). I coordinated a dozen mentors and advised three mentees who went on to graduate school at the Paris School of Economics and at the University of Manchester. At

UChicago, I co-designed and coordinated the mentoring scheme for the Development Innovation Lab's pre-doctoral program. I have also mentored ten pre-doctoral researchers coming from six countries, offering feedback on applications and research plans, and supporting their broader career growth.

As a PhD student, I co-started and coordinated the only writing exchange among PhD students from across three departments (economics, government, and international development) seeking feedback on their written work. Seeing others' unpolished drafts eased students' worries about sharing their own, and the exchange created a supportive, collaborative environment that later cohorts still run today. Subsequent cohort of students are still running it to this day, demonstrating its lasting value.

Teaching Interests at Holy Cross

I am prepared to teach any undergraduate economics course, including the department's core courses in Statistics, Quantitative Microeconomics, and Econometrics, each of which I have taught at Oxford. I can also offer electives in Development Economics, Behavioral Economics, Applied Econometrics, and Agricultural Economics, including topics such as international commodity markets, and agricultural or environmental policy. My teaching approach integrates both theoretical frameworks and empirical evidence to give students a comprehensive understanding of economic issues. For example, in designing a curriculum for a Development Economics course, I would ensure that each topic combines a discussion of both an empirical method and a relevant theoretical model, so that students can understand not only how to analyze real-world development questions using data, but also ground their study of certain phenomena in economic theory. When appropriate, I would also link the subject to broader policy questions, drawing from my experience in policy environments. I would also ask students to engage with the ethical questions development economics raises, such as who bears the risks of policy experiments and how evidence should be weighed alongside other values in decisions that affect the poor.

I also look forward to supervising undergraduate research. Supervising Master of Public Policy capstone projects taught me to guide students from a broad interest to a well-defined question and a credible research design through a sequence of clear milestones, with frequent one-to-one meetings along the way. I would use the same approach with Holy Cross students, and invite interested students to work as research assistants on my projects, as research assistant positions were for me an essential first experience of research journey.