

Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

TEACHING

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Economic methodology
Since Fall 2021
Semester 5 of Economics bachelor

AAU Business School

Responsibility: teaching only

Methods used: when teaching for the first time during the Fall of 2021, I only gave lectures in person, on topics pertaining to the methodology used in mainstream economic approaches, as well as more heterodox approaches based on open-system dynamics. As of fall 2022, as I am given more responsibility within the teaching (just under half of total teaching time), I have decided to introduce workshops and group exercises to introduce more reflexivity in the way students apprehend economic methodology, which can be a challenging course.

Language of teaching: English (my lectures only, others in Danish)

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Financial Instability
Since Spring 2022
Semester 1 of Economics masters
AAU Business School

Responsibility: teaching and assessing

Methods used: when I started teaching Financial Instability (an elective course which hadn't been taught in a few years), I had to update the content of the course to reflect the importance of recent developments in monetary policy (especially in the context of COVID-19). It was initially designed as mostly consisting of lectures, however I quickly noticed that students' engagement was a little lacking. This – along with the pedagogical courses I was attending – led me to question the approach I was following, and I decided to re-design the structure of the teaching sessions. I reduced the length of lecturing time and increased the time given to in-class assignments, reflections and debates.

Assessment: I gave two assignments to each student during the semester. The first assignment was an application of important concepts we had come across during the course (housing market instability, foreign exchange reserve management, monetary policy frameworks, etc) to the Danish case. The second assignment was a critical review of a publication (journal article or book chapter) discussing issues associated with financial instability. The final exam consisted in two presentations by each students (one per assignment) as well as questions from another student for each presentation, as well as questions from myself and the other teacher (Sebastian Valdecantos).

Language of teaching: English (whole course)

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Mathematics for economists I
As of Fall 2022
Semester 1 of Economics bachelor
AAU Business School

AND

Mathematics for economists II
As of Spring 2023
Semester 2 of Economics bachelor

AAU Business School

Responsibility: teaching and assessing

I only recently took over the teaching of mathematics. My first experience was marking half the papers from the first session of the Maths II exam, as well as giving a 4 hour correction session to students.

Methods used: due to the limited teaching time and the number and depth of concepts that have to be covered (matrix algebra, eigen-values, eigen-vectors, integration, differential equations...), I have decided to opt for a flipped classroom approach, whereby students will have access to the most theoretical aspects of the course online (on Moodle), while in the class I will focus on problem-solving activities, linking to the theory when most relevant. Apart from increasing student engagement, flipped classroom as an instructional strategy enables students to benefit the most from my time as a teacher (and the teaching assistants) while they are confronted with effective challenges, I can help them overcome.

Language of teaching: English (but students can count in Danish, which helps me improve my Danish)

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SUPERVISION

Fall 2021

Empirisk projekt – Semester 5 – Economics bachelor

Makroøkonomi og Videregående økonometri – Semester 7 – Economics bachelor

Module 4 (semester project) – Semester 9 – Social data science

Spring 2022

Semester project – Semester 4 – Economics bachelor

Bachelor's thesis – Semester 6 – Economics bachelor

Semester project – Semester 2 – Economics masters

Methods used: I supervised different types of projects. Most were quantitative – using econometrics and/or stock-flow consistent modelling – but a few made predominantly use of historical and methodological analysis.

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

Planning teaching activities: in a strictly academic context, my main experience as teaching planner was in the context of the aforementioned courses on Financial Instability as well as Mathematics for economists I & II. In those courses, I set up the whole calendar of teaching, including the exam date.

Outside of academia, during my time as a senior analyst, I was responsible for introducing newly hired staff to data analysis and visualization techniques and softwares. I set up a calendar of activities for different group strengths in the company.

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

Currently attending the formal pedagogical training, my project will be on driving student engagement.

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

Outside of official formality, I have reviewed many papers written by colleagues, former students, as well as a few PhD theses, in French and in English.

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

I would like to get a better understanding of what this entails.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

No complaint so far!

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

Education, in and out of university, has been a long-standing topic of reflection for me.

Prior to joining AAU, my teaching experience broadly speaking spanned across four different contexts: as a private tutor (I), as a high school teacher (II), as an Assistant teacher at university (III), and as a senior analyst (IV). Topics taught include: Macro-economics, Micro-economics, History of Econ Thought, Monetary and Banking Econ., Mathematics, Statistics, Econometrics, Data Visualisation, Philosophy, Law.

Education is one of the most, if not the most important institution of modern societies. Public education available to all underpins the fair working of legal systems, as well as efficient organisation in many sectors, such as manufacturing and services. Education of a certain standard is also required to form proper citizens, ensuring a sound functioning of democracy.

I believe the goals of education are to bring students knowledge, awareness, ways of reasoning, and the ability to question and put problems into perspective. Put another way, students should be expected to learn fundamental concepts, problem-solving strategies and life-long learning skills.

Applied to economics, my aim as a teacher is to help students to become more knowledgeable, not simply about the theories or their applications, but also the context in which these theories emerged and their methodological underpinnings. I consider myself lucky to have been taught economics at the university of Bordeaux, where first-year students discover the working of the economy through a circuitist approach akin to national accounting, even before encountering IS-LM and other equilibrium-based models. Being exposed to both orthodox and heterodox visions has helped me understand economics in a more complex way.

Juggling between different theories is something that economic students should aim to do more. Since the map is not the territory, it is not possible to model (quantitatively or qualitatively) all the features of the economy at once. At any given point in time, we have to choose the features we want to focus upon. Adapting the tools we use to the object we have to analyse is necessary.

When it comes to teaching students, I think it is paramount to engage them. While asking students to mostly memorise and recite lessons can be useful to acquire a basic knowledge of important concepts, it is not suitable for advanced, in-depth learning which requires students to properly try and grasp the actual substance they aim to understand. From that perspective, the project and problem-based learning approach implemented at AAU is extremely relevant.

The next step of my journey is to keep looking for the right balance between theory and practice as well as the relevant degree of student engagement in the classroom. When it comes to PBL, I think it is a powerful tool, although it can be a two-edged sword, a maze where students lose themselves and we cannot always (or should not, according to pedagogical teachers) help them out of it, which can be hard as a teacher.

8. Any other information or comments.

N/A