

## Undervisningsportfolio

**1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.**

1 - Macroeconomic Modeling Workshop (Master in Development Economics at the University of San Martin (Argentina)). From 2014 to 2021. I was in charge of the design of the course, the delivery of 70% of the lectures, and the supervision of the lectures given by the rest of the teachers. The course combined lectures where the foundations of stock-flow consistent macroeconomic modeling were provided, with tutorials where students have to use the models to solve problems. The course's final assignment consisted of the students building a simple model to address a specific macroeconomic question. The course assessment was based on the model developed by the students and a presentation of it. Until 2019 the course was given physically. In 2020 and 2021, due to the covid-19 pandemic, the course was given virtually via Cisco Webex. The course was entirely given in Spanish, although all the bibliography is in English.

2 - Advanced Macroeconomics (Bachelor in Economics at the University of Mar del Plata (Argentina)). From 2014 to 2020. I was in charge of the block corresponding to heterodox macroeconomics (20% of the course). The topics I taught in this course were: i) the theory of endogenous money and contemporary monetary policy; ii) the New Consensus Macroeconomic model (in closed and open economy) and its criticisms; iii) Post-Keynesian alternatives to the New Consensus model and; iv) heterodox theories of inflation and their policy proposals. My role consisted of the delivery of the lectures, which were mostly traditional one-way lectures grounded in real-world situations of the Argentinean economy so each lecture ended in a debate with the students about the applicability of the theory to the context of their country. The lectures were physical (except for 2020) and the language of instruction was Spanish.

3 - Macro III (Bachelor in Economics at Aalborg University). I started teaching in this course in the Fall of 2021. My participation is limited to the exercise sessions and two lectures introducing students to the relationships between macroeconomics and climate change. The course is taught in Danish, but my interventions are in English. The course is based on the PBL approach, especially regarding the exercises.

4 - Advanced Macroeconomics (Master in Economics at Aalborg University). I started teaching in this course in the Fall of 2021. I give lectures on DSGE models, Post-Keynesian macroeconomics, fiscal policy and monetary policy. I also participate in two of the four exercise sessions that the course has. The course is taught in Danish, but my interventions are in English. The course is based on the PBL approach, especially regarding the exercises.

5 - Macro IV (Bachelor in Economics at Aalborg University). I started teaching in this course in the Spring of 2022. I give four lectures: one on the Phillips curve, one on monetary policy, one on exchange rate systems, and the last one on macroeconomics and institutions. I also participate in the design of the exercises, which are strongly based on real-world situations. The course is taught in Danish, but my interventions are in English. The course is based on the PBL approach, especially regarding the exercises.

6 - Economic Modeling I (Bachelor in Economics at Aalborg University). I started teaching in this course in the Spring of 2022. I give roughly 50% of the lectures, which combine the theoretical foundations of stock-flow consistent modeling and the practical part of programming the models in the R software. The course also has exercise sessions, which I contributed to the design. I also participated in the exam design, but not in the assessment. The course is taught in Danish, but my interventions are in English.

7 - Economic Modeling II (Bachelor in Economics at Aalborg University). I started teaching in this course in the Spring of 2022. This course builds upon the foundations acquired in Economic Modeling I to incorporate open economy issues and to show the students how the models learned in the course can be combined with actual data to represent real-world problems. I give roughly 90% of the lectures, which combine the theoretical foundations of stock-flow consistent modeling and the practical part of programming the models in the R software. The course also has exercise sessions, which I contributed to the design. The course's final assignment consisted of the students building a simple model to address a specific macroeconomic question. The course assessment was based on the model developed by the students and a presentation of it. The course is taught in Danish, but my interventions are in English.

8 - Financial Instability (Master in Economics at Aalborg University). I started teaching in this course in the Spring of 2022. I have four lectures under my responsibility: one on financialization, the second one on peripheral financialization, the third one on currency and financial crises, and the last one on climate change and financial instability. The four lectures are grounded on real-world problems or cases. I also participate in the assessment of the course, which consist of writing a short essay on a topic related to financial instability and its presentation in front of the course. As part of the assessment, students also had to discuss the paper written by one of their colleagues. The goal of this way of assessment is to recreate the typical situation of a conference where scientific works are presented and debated. The course was entirely taught in English.

9 - Ecological Economics (Master in Economics at Aalborg University). I started teaching in this course in the Fall of 2022. I have four lectures under my responsibility: one on climate change policies, the second one on climate change risks and transmission channels, the third one on integrated assessment models (IAMs), and the last one on environmental input-output modeling. Except for the lecture on IAMs, the rest are strongly grounded on real-world situations and data. I am also in charge of coordinating one of the guest lectures with which the course ends. The exam's design and assessment are jointly done with the other professor. My lectures are entirely given in English.

**2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.**

1 - Training program for public officials (UN-ECLAC). During the years 2015 and 2016, I coordinated a training program for the technical staff of public administration organized by the UN-ECLAC Office in Buenos Aires. This program consisted of four blocks: i) work with census data through the REDATAM software; ii) construction of sociodemographic indicators from microdata using the STATA software; iii) input-output techniques for macroeconomic analysis through R software; iv) stock-flow consistent modeling for macroeconomic policy design and evaluation. In addition to teaching the classes corresponding to the stock-flow consistent modeling block, I was in charge of the design of the program and the articulation with the instructors in order to adapt the contents to the needs of the participants.

2 - Open course on stock-flow consistent macroeconomic modeling (National University of Colombia). In May 2022 I designed and gave a four-lecture course on stock-flow consistent macroeconomic modeling to both students and public officials. The course provided them with the foundations of this modeling approach and the basics for their programming in the R software. The course was given physically and in Spanish.

**3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.**

AAU Universitetspædagogikum. Started in January 2022, finished in December 2022.

**4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.**

Skriv dit svar her...

**5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.**

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**6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.**

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**7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).**

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**8. Andet.**

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