

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.

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. 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.

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. 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

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

The overall aim of the university pedagogical programme is for participants to acquire competences in:

- Applying Aalborg University's principles of problem-based learning in all of their activities at Aalborg University.
- Applying relevant pedagogical and didactic methods and theories in their development, planning and implementation of individual courses as well as extended teaching activities and supervision, taking into consideration the target group of the individual activity.
- Applying relevant IT tools in communicating and organising teaching activities.
- Conducting teaching activities for target audiences of varying types and sizes, including classroom teaching conducted in English.
- Supervising and leading learning processes based on the principles of problem-based learning and problem-based project work, including supervision in English.
- Conducting examinations according to the learning objectives stipulated in the curricula and regulations and the rules regarding examinations and assessments.
- Actively engaging in the continuous development, evaluation and quality assurance of the programmes offered by the University.

Furthermore, another essential aim of the university pedagogical programme is for participants to acquire competences in:

- Reflecting on their own teaching and supervision in their continuous evaluation and development of these activities.
- Identifying and communicating their own needs for further pedagogical training, and, by extension, being able to focus on developing their own teaching skills.

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.

Type your answer here...

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.

Type your answer here...

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

Type your answer here...

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...