

Teaching Statement

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Since the beginning of my PhD I find my teaching activities both developing and entertaining. Teaching motivates me to broaden my knowledge on the subjects, gives an opportunity to engage in a discussion with fresh-minded students, and provides a rewarding experience of observing their progress. I work to ensure that my students enjoy following my course as much as I enjoy teaching it. I hope that they can not only learn the assigned material, but also develop an interest in it.

I have an experience in being a teaching assistant for several graduate courses for both research master's students (at Universitat Autònoma de Barcelona) and professional master's students (at Barcelona Graduate School of Economics). My duties include grading the assignments, explaining selected exercises during the class, and individual consultations with the students. I teach theory courses including Advanced Microeconomics, Game Theory, and Corporate Finance.

Since many of my classes are focused on providing students the tools for future courses, it is relevant for me to be well prepared and ensure that the students acquire the necessary technical skills. Before the class I not only solve the problems, but I also identify the parts that students may find challenging, formulate examples to provide clear intuitions, and plan how the solution should be presented. This was especially important during my first course on Advance Microeconomics at Barcelona GSE where I have faced students who often did not have background in economics. To successfully teach the class I put myself in shoes of a layman already at the class preparation stage.

I believe that to develop students' interest in the topic, the teacher has to keep the class entertaining and engaging. It is a challenging task for theory courses, since the students tend to find the subjects tedious, abstract, and hard to relate. To draw students' attention I often give a humorous example of a real life situation corresponding to the problem. I do not follow prepared solutions, but I rather ask students to propose a method and guide me through its steps. This approach allows me to convince the students to avoid using memorized formulas, and develop an understanding of the mathematical tools used to tackle the problem. I observe that when the students are forced to engage and the initial ice is broken, they are keener to ask questions about the exercises they do not fully comprehend, or discuss possible applications and extensions of the problem. This method of teaching has worked particularly well during my course on Game Theory, when the students have been happy to initiate the discussion about connections of the topic to other fields of Economics or potential applications of the material.

Proper understanding of the subjects requires not only effort from the teacher, but also from the students. To know how much work is necessary the students need to receive honest feedback. I always inform how well the group performs at the beginning of the class.

On each problem set I also leave a short note which indicates the student's accomplishment relatively to others and to their previous individual results. Even though the feedback must be honest, it should not discourage less skilled students, especially when the group has mixed background, as it has happened to me during the courses at the professional master's at Barcelona GSE. Underperforming students often feel intimidated, they do not ask questions, and rarely approach the teacher by themselves. I usually propose additional meetings with them myself by leaving an appropriate note on the problem set. I found it also important to accept that some students may find it impossible to comprehend the whole material in a semester and openly talk which parts of the class are necessary to understand, which are useful for the future courses, and which demand less attention.

I will be very happy and confident to teach any course on Microeconomics at the undergraduate level. I can also teach courses in Mathematics and Statistics. At the graduate level I am especially qualified to teach a course related to my research fields: Information Economics, and Law and Economics. Due to my research and experience as a teaching assistant I can also teach a course in Game Theory, Microeconomics, or Industrial Organization.