

Teaching Statement

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Introduction and Experience

I enjoy teaching as a way of having a positive effect on how people think and as a way of refreshing and mastering concepts myself. I have extensive teaching experience, having taught three semester-long courses in Chile and two semester-long courses in the US, alongside multiple teaching assistantships and tutoring roles. Additionally, I have led dozens of workshops on research transparency in several countries for a wide variety of audiences. This experience confirms my preparation for a career teaching at the university level.

Teaching Philosophy: Rigor and Policy Relevance

My primary goal in research is to strengthen the connection between evidence and policy, and my teaching reflects that. My approach emphasizes rigor and pedagogical clarity over novelty. As a concrete example, in previous courses I have spent significant time discussing multiple ways in which to grasp the Central Limit Theorem, while not focusing exclusively on its formal proof. Computationally reproducible materials are key here as they allow students to interact with the material and see how it changes interactively. This approach, similar to my work on research transparency seeks to increase the number of participants, and consequently the overall output, by shifting the focus from pushing the research frontier to raising the floor of practice. This teaching style can serve as a valuable complement to courses taught by other faculty who typically emphasize cutting-edge novelty.

An illustration of the greater emphasis I place on rigor is my commitment to using fully reproducible teaching materials. While these materials may not contain the latest developments at the research frontier, they guarantee that students can see exactly how every figure and result is derived. See for example my teaching materials for [Econometrics I](#) taught recently at the Economics Department in Berkeley¹.

Diversity and Inclusion

A second and related goal is to contribute to making academic institutions of excellence more diverse and inclusive. Here my teaching philosophy is about focusing on the students who are on the lower half of the distribution, and encouraging them to improve with realistic goals (say aiming for moving to the upper half or the upper quartile). The way in which I implemented this philosophy in my last course was by encouraging students in multiple occasions to attend office hours and to discuss materials during and after class. One concrete way in which I would like to improve in my next course would be to better identify all the university-level resources that are available for students to seek remedial support. This key information that students from underrepresented minorities did not have at hand in my previous class, and I would better prepare for next time. I believe increasing the representation of students and researchers from disadvantaged socio-economic background is both equitable and efficient.

Courses Equipped to Teach

The table below identifies a sample of courses that I am well equipped to teach, along with suggested textbooks. Generally I am capable of teaching most undergraduate courses in Economics, Statistics and Public Policy. I have distinguished between courses I am currently comfortable teaching (requiring minimal preparation) and those that would need advance notice (approximately two months) for me to fully review materials. Gaining experience in most of the courses listed below is one of my long-term career goals.

¹Examples of other professors whom I follow closely are [Ed Rubin](#) and [Andrew Heiss](#)

Course	Textbook	Interested	Comfortable	Off the Shelf	Experienced
Undergraduate Econometrics	Angrist & Pischke (2014) <i>Developed Materials</i>	X	X	X	X
Introduction to Microeconomics	Mankiw Micro (2012), Bannerjee & Duflo (2019) Kwak (2017)	X	X	X	
Research Transparency	Christensen et. al., (2019)	X	X		
Open Policy Analysis	<i>Attached proposal</i>	X	X		
Introduction to Probability	Blitztein & Hwang (2015)	X			
Introduction to Bayesian Statistics	McElreath (2015)	X			
Intermediate Microeconomics	Varian (Intermediate)\ Nicholson & Snyder	X			
Graduate Microeconomics	Varian (grad)\ Jehle & Reny (2010)	X			
Graduate Econometrics	Angrist & Pischke (2008)	X			

Table 1: Possible courses to teach. This table shows a sample of the courses that I am well equipped to teach. For each course the table list textbooks that I would suggest as main reading, my personal level of interest, how comfortable I am currently with the material, whether I have already an entire course prepared, and whether I have significant experience teach the course.