Teaching Statement

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Approach

I see teaching as sharing my enthusiasm for economics as a way to understand the world. Whether I teach principles of microeconomics, applied econometrics, or an advanced course, I build the material around the central question of economics, how people, firms, and governments make decisions when resources are scarce, because coming back to this question helps students see why the topics we study matter and how they connect to the questions economists ask in their research.

In class, I link each concept to a concrete case that students can think through before they see the formal model, moving between a definition, a simple example, and an application, and I ask students to state the assumptions behind each result and to say what the result tells us.

This approach is even more valuable in the era of generative AI, where so much can be automated. Students can now get an elasticity, a regression table, or the solution to an optimization problem in a few seconds, but it is much harder to outsource the judgment behind these results: knowing which question a method answers, whether its assumptions make sense in a given setting, and whether the result is economically plausible. Much of my teaching aims to build this judgment.

In Winter 2027, I will teach Health Economics at Université Laval, a field that fits this approach well because students already have intuitions about why people invest in their health, how insurance changes what they consume, and why hospitals and doctors do not behave like ordinary firms. We start from these intuitions and use models to make them more precise.

Teaching Experience

In Benin, I taught an introductory workshop on causal inference with R to about twenty participants whose backgrounds ranged from biostatistics to applied economics. Because their training was so different, I could not assume that everyone used the same vocabulary or approached data in the same way.

I started each topic with a simple comparison, such as the difference in average outcomes between two groups, and then asked what could make this comparison misleading. Participants suggested education, age, and other characteristics, and we added them one by one, so that when we reached the regression, it simply wrote down a problem the group had already worked through. We then estimated it in R, added controls, looked at how the coefficient changed, and discussed why.

Teaching such a mixed group made me rethink my explanations, since an example that seems obvious to an economist may mean little to a biostatistician, and the opposite is also true. I learned to keep the method rigorous while explaining its logic in terms that worked for everyone, and to use equations to make precise an idea the participants already understood.

During my postdoctoral fellowship with Dr. Sylvana Côté, I act as a methods resource for a research team whose members come from public health, psychology, and public administration. I regularly explain econometric concepts to colleagues who did not train as economists, such as the difference

between correlation and causation or how to interpret a regression estimate, and these discussions push me to explain methods in plain language without losing what makes them valid, which is also what I try to do in the classroom.

As a teaching assistant in Health Economics at Université Laval, I worked with both undergraduate and graduate students. Many of their questions that looked technical, such as how to take a derivative or how to read a coefficient, actually came from confusion about the economic argument, and when an explanation did not work, I learned to try a different angle instead of repeating the same one more slowly.

Microeconomics

I am prepared to teach introductory and intermediate microeconomics. In consumer theory, I start from something students already know, namely that their income and time are limited and that they always give up one thing to get another, so that preferences, budget constraints, and optimization describe a situation they recognize. The budget line on the graph is the same trade-off they face when they split their income between rent and everything else.

I use the same logic for firms and markets, and my problem sets combine calculation and interpretation. After computing an equilibrium, students explain in a few sentences why it changes when a tax is introduced, who bears the tax, and what would change with different elasticities, and their written explanation shows me whether they understood the mechanism.

Health Economics and Applied Econometrics

My research on infant health, environmental exposure, family economic outcomes, and intergenerational mobility gives me examples for these courses, which I use to illustrate concepts rather than to turn the course into a presentation of my own work.

In Health Economics, I plan to pair each part of the theory with empirical work. Models of the demand for health and health care, insurance, provider behaviour, externalities, and government intervention give students predictions, and we then read studies to ask whether the evidence matches these predictions and, when it does not, which part of the model should be revisited.

In applied econometrics, causal inference, and policy evaluation, I introduce each method through the problem it solves. Before discussing difference-in-differences, instrumental variables, or regression discontinuity, we decide as a class which comparison would answer the question and why the comparison available in the data is not enough, and students who go through this step understand why the method exists.

With advanced students, I assign short referee reports on published papers, in which students state the research question, describe the identification strategy, interpret the main results, and discuss what the analysis can and cannot show. I found this exercise very useful as a student, because discussing with classmates why authors made certain choices, and what we would have done differently, taught me things I had not learned in lectures.

Assessment

Since routine calculations and coding are now easy to delegate, I give more weight to interpretation: students explain why they chose a method, defend its assumptions, interpret the estimate, and point out results that do not make economic sense. In addition to problem sets, I use assignments with real data, short written interpretations, and oral discussions, which make it harder to separate running a procedure from understanding it.

Mentoring

I have mentored two doctoral students while they prepared applications for research funding, one of whom worked in macroeconomics, a field far from mine. Since I could not advise on the substance of the macroeconomic question, I read the proposal as an informed outsider and asked the student to state the question more clearly, explain why it mattered, make the contribution understandable to someone outside the field, and justify each choice in the proposal. The application was funded, and while many factors played a role, this experience showed me how helpful a careful outside reader can be.

I would supervise undergraduate and graduate research in the same way, helping students sharpen their questions, write clearly, and defend their choices, while avoiding pushing their projects toward my own interests, so that over time they need me less and less.

Inclusion

When I moved from Benin to Canada, I continued studying in French, the language of all my previous education, but the transition was still harder than I expected. Expectations about class participation, about approaching a professor, and about unwritten academic rules were different, and it took time to adjust. Since then, I have been careful not to assume that a student who looks comfortable in class is having the same experience as everyone else.

I try to make help easy to access without singling anyone out, by holding regular office hours, telling students early and often that questions are welcome, and inviting them to come see me whether they are stuck or simply curious. I also explain clearly what each assignment requires, break difficult problems into steps, and give feedback before the final grade, so that the standards stay the same but students have a clearer idea of how to meet them.

Courses

I can teach in French and in English, and I am prepared to teach introductory and intermediate microeconomics, health economics, applied econometrics and causal inference, and policy evaluation. In each of these courses, I want students to be able to take an economic question, choose the right tools, understand their limits, and explain their reasoning clearly.