

TEACHING STATEMENT

At Notre Dame, I have had the opportunity to teach at both the undergraduate and graduate levels, serving as instructor of record for *Introduction to Linear Regression* and as teaching assistant for *Graduate Macroeconomics I and II* in the first-year PhD sequence. Each course received a median composite evaluation score of 5.0 out of 5 and, more importantly, reinforced my conviction that (i) well-defined learning objectives, (ii) thorough instructor preparation, and (iii) the integration of data as a core teaching tool form the basis of student success. These principles now guide my teaching philosophy.

As instructor for Introduction to Linear Regression, my objective was to equip students with the theoretical foundations and empirical tools to draw independent conclusions from data. Recognizing that many students were encountering applied economics for the first time, I structured the course to build skills progressively. We began with core econometric concepts (e.g., estimation, hypothesis testing, and model fit) before moving into Stata through live demonstrations and guided lab sessions. To reinforce learning, I paired problem sets with applied assignments requiring independent coding practice. The course culminated in a research project in which students proposed a motivating question and dataset, received feedback, and ultimately produced a report. The goal was to mirror the arc of applied research and give students genuine ownership of the process.

My role as teaching assistant for the graduate macroeconomics sequence was equally formative. By leading weekly tutorials, I aimed to serve both as facilitator and as guide in students' learning. As facilitator, I deliberately "slowed" the pace of fast-moving lectures by working through difficult concepts and derivations step by step. As guide, I helped students absorb material into a coherent framework that highlighted the "big picture" alongside technical details. To this end, I prepared a structured set of user-friendly, self-contained notes covering the two-semester sequence, designed to allow students to study at their own pace, whether by consulting concise definitions for reference or by following complete derivations for in-depth study. Grading assignments and exams further informed my teaching, helping me identify common difficulties and design targeted exercises to address them. I also emphasized computational tools, guiding students through Matlab and Dynare with example code and demonstrations that clarified not only *how* the tools work, but also *why* computation is integral to economic reasoning.

TEACHING PHILOSOPHY AND APPROACH

(i) Teaching begins with purpose. As a student, I often asked myself: "Why are we learning this?" The professors who explained the purpose behind a model or method in an intuitive, relatable way left the strongest impression on me. I now view clarity of purpose as essential to student engagement and, as a result, one of the best predictors of a class's success. In my undergraduate teaching, I consistently motivated lectures by linking theory to real-world questions (e.g., What are the returns to education?). To ground these discussions, I drew on articles from sources such as *The Economist* or *VOX EU*, showing how economic reasoning can be used to evaluate current debates. In graduate tutorials, the challenge was often the reverse: preserving a sense of purpose amid many models and derivations. As a TA, I began each session by "zooming out," reminding students of the broader questions and objectives before

delving into technical details. This helped students situate results within a coherent narrative, reinforcing both understanding and motivation. More broadly, I see my role as encouraging students to identify their own intellectual purpose, develop the capacity to connect ideas across contexts, and foster the curiosity and confidence needed to pursue questions independently.

(ii) Instructor preparation enables effective teaching. Students sense immediately when an instructor lacks a clear plan. I see careful preparation not only as essential for effective teaching but also as a mark of respect for students' time and a way to build trust in the classroom. For these reasons, I invest substantial effort in designing each course as a coherent whole, with materials that build logically on one another, while remaining responsive to student needs. Although spontaneity is part of any classroom, I test new lectures in advance to anticipate challenges and refine transitions. Preparation also means setting clear expectations from the outset, being transparent about likely challenges, and maintaining high standards. I believe students often discover their capabilities when challenged in a demanding but supportive environment, a lesson I am grateful to my own professors for. Finally, preparation includes personal connection: I make a point of learning students' names, which helps create a sense of trust and community in the classroom.

(iii) Data can often be the best teacher. While theory is indispensable for cultivating rigorous economic reasoning, direct engagement with data turns abstract concepts into lasting skills. I treat data not as an add-on but as a central pedagogical tool. Empirical analysis compels students to confront ambiguities, constraints, and trade-offs that are less apparent in theoretical models, encouraging independent judgment and curiosity. In Introduction to Linear Regression, I deliberately structured the course to move from conceptual foundations to applied work, introducing datasets commonly used by professional economists (e.g., IPUMS, FRED, World Bank). Projects that incorporated original datasets or merged multiple sources consistently generated the highest engagement, as students experienced firsthand the transition from abstract reasoning to empirical inquiry. Beyond technical competence, I view this training as professional preparation: fluency with data equips students with transferable skills valuable for research, policy, or the private sector.

TEACHING INTERESTS

My teaching interests grow directly out of these experiences. At the undergraduate level, I am prepared to teach all core courses, including Principles of Microeconomics, Principles of Macroeconomics, Intermediate Microeconomics, and Intermediate Macroeconomics. Depending on departmental needs, I would also welcome the opportunity to offer electives in macroeconomics, such as Money and Banking, Monetary Theory and Policy, or Applied Macroeconomics.

At the graduate level, my experience as a teaching assistant has prepared me to support instruction in the first-year PhD macroeconomics sequence (both semesters). Building on my job market paper and broader research agenda, I could also envision offering a field course in empirical macroeconomics with emphasis on identification strategies (e.g., high-frequency methods) or in advanced macroeconomic theory, focusing on extensions of general equilibrium models for policy analysis (e.g., financial frictions, agent heterogeneity, joint policy design, and the zero lower bound).

I am also proficient in guiding students through the management, cleaning, and analysis of data, including granular micro-level datasets for macroeconomic applications, using programming languages such as Stata, Matlab, and Dynare.

SELECTED STUDENT COMMENTS

Below is a selection of student comments from the courses I have taught. A complete set of comments and detailed course evaluations is available on [my website](#).

Introduction to Linear Regression (Undergraduate Level):

- “The problem sets were very helpful for understanding everything that we went through in class, and I think that the final project is a good idea to help us students apply everything we learned for ourselves and on our own.”
- “There are a lot of examples that are used in class that are very helpful for understanding the concepts.”
- “Dario is extremely knowledgeable, and his lectures are very clear and helpful. I felt that I learned a lot this semester. Dario is also very respectful of his students, and I got the sense that he cares deeply for his students.”
- “Dario made time outside of class to help students and help them excel. Slides were well prepared and organized.”

Graduate Macroeconomics I & II (PhD Sequence):

- “Dario excels at breaking down complex material into steps that can easily be understood. Almost every time I attend Dario’s recitation, I come away with a much deeper understanding of the topics covered in class. Another strength is Dario’s recitation notes, which are so well organized and well written that I cannot distinguish them from text written by actual Ph.D. economists. Finally, Dario’s willingness to help outside of class goes above and beyond what is asked of him.”
- “Dario was definitely key for my understanding of macro throughout the first year. He is well organized, creative, and always able to explain the hardest and most complex concepts in a simple, fun way. It was clear how much effort Dario put into making tutorials the best and most useful as possible. He was always concerned about us and whether his classes were actually beneficial. Apart from being an amazing instructor, Dario is also a very kind person. He supported the first years not only in his macro tutorials.”
- “Every recitation Dario comes prepared with a clear plan for how to aid in our understanding of Macro foundations. His ability to break the material down into manageable parts that allow us to understand the material is second to none. Furthermore, his notes are extremely useful and have been a major contribution to the reason I am doing much better this semester than last semester.”
- “Dario is absolutely amazing. He is very concerned about us and whether we are really understanding the material and concepts. He is very organized, both in the handouts we receive each class and in his explanations of the material. He provides very intuitive and clear explanations of difficult concepts and makes it easier for us to grasp what we are exposed to in class. If I don’t understand something in Macro class, I am 100% confident that I will be able to understand it after Dario’s tutorial.”