

# Teaching Statement

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Teaching has always been a central component of my academic journey. I find deep satisfaction in creating environments where students can challenge themselves, develop analytical tools, and connect economic ideas to real-world phenomena. My own intellectual growth has been strongly shaped by professors who encouraged critical thinking and engagement. My goal is to cultivate that same curiosity and confidence in my students.

**Teaching Experience:** My teaching experience spans several institutions in both Europe and the United States, across different levels of instruction.

At the *University of Turin*, I served as a Teaching Assistant in Mathematics for Economics and for multiple undergraduate courses at SAA (School of Management). My responsibilities included tutoring sessions, problem-solving workshops, and grading exams. These experiences strengthened my ability to communicate abstract quantitative concepts in accessible ways, and to support students with diverse backgrounds in mathematics and economics.

After moving to *Boston College*, I became a Graduate Assistant for Professor Pablo Guerrón in the course *Economic Growth*. In that role, I created and led a Python-based tutorial series to introduce students to programming applications in growth models, bridging theory with computational implementation. Later, I worked as a Teaching Assistant for courses in *Statistics* and *Principles of Economics*, where I held weekly tutorials, graded and prepared exams, and supported students both in class and through office hours.

Most recently, I served as a *Teaching Fellow in Macroeconomics* at *ESCP Business School, Turin campus* (2025). This was a full teaching position in English for 46 students, where I was responsible for all lectures, assessments, and student feedback. My evaluations reflected my strong engagement with students, with an overall score of **3.77/4**, above both the course and program averages (3.62 and 3.24 respectively). Students highlighted my clarity, availability, and ability to link theory to real-life examples: “Professor Lavia was outstanding: clear, engaging, and able to make complex concepts easy to understand.” Other two wrote, “Simply the best pedagogy and interest we had all year. Finally a professor dedicated to the students’ progress and success” and “Incredible good teacher, one of the best, moreover there’s a lot of real life situation that teacher explained to us, super comprehensive”. These comments have

been an invaluable encouragement to keep improving my craft as an educator.

**Teaching Philosophy:** My teaching philosophy is structured around three guiding principles: inclusivity, critical thinking, and relevance.

*Inclusivity.* I believe that students learn best when they feel respected, supported, and confident to engage. In every course I teach, I work to create an atmosphere where all students, regardless of their prior exposure to economics or mathematics, can actively participate. This includes offering additional review sessions, providing clear learning resources, and maintaining an open-door policy for questions. I also solicit frequent feedback from students throughout the semester, ensuring that they feel heard and that I can adapt my methods to their needs.

*Critical Thinking.* My classes are designed not only to transmit economic theory, but also to challenge students to think deeply about assumptions, mechanisms, and implications. When introducing a new model, I encourage discussion of its limitations and alternative explanations. For example, in a macroeconomics course, we might debate how differing wage rigidities change model predictions or analyze how shocks propagate in data relative to the theory. This process helps students develop the skills to critically evaluate economic reasoning.

*Relevance.* Connecting theory to the real world is essential to sustain motivation and demonstrate the practical power of economic thinking. I routinely bring in current examples, from monetary policy debates to environmental shocks, and show students how to interpret them through the analytical frameworks we study. At ESCP, I regularly discussed macroeconomic policy issues from the European Central Bank, allowing students to engage with timely and concrete applications.

**Self-Improvement:** Teaching, to me, is a process of continuous reflection. I regularly gather feedback, both formally through course evaluations and informally during the semester, to identify what students find most engaging and what could be improved. I also integrate insights from pedagogical training. At Boston College, I participated in teaching workshops that emphasized student-centered instruction, active learning, and effective communication.

**Teaching Interests:** Given my background and training, I am well prepared to teach a broad range of undergraduate and graduate courses in macroeconomics, monetary economics, and economic growth. I also have the technical background to teach quantitative and

computational courses, such as applied econometrics or programming for economists.

Above all, my objective as an instructor is to inspire students to approach economics not only as a set of models or equations, but as a lens to understand and improve the world around them.