

# Teaching Statement

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Since the beginning of my PhD, I have had the pleasure to teach and advise undergraduate and graduate students from a variety of backgrounds.

## Teaching Experience

**Core Teaching in Economics** My teaching experience is marked by significant diversity, both in terms of content and audiences. At the Faculty of Economics, Management, and Social Administration at the University of Bordeaux, I served as a teaching assistant during my doctoral studies, taking on instructional responsibilities in foundational economic disciplines.

I taught microeconomics to third-year undergraduate students, a central subject in the economics curriculum that requires a tailored pedagogical approach to convey complex theoretical concepts while fostering students' critical thinking skills. Concurrently, I delivered more specialized courses designed to deepen knowledge, including introductions to statistical analysis software and causal econometrics for first- and second-year master's students in economics. These technical courses allowed me to develop specific pedagogical skills for teaching quantitative tools, blending theory with hands-on computer applications. In total, my teaching spanned both undergraduate and graduate levels, amounting to 123 hours of equivalent tutorial teaching (HETD), reflecting a substantial and varied pedagogical commitment.

**Interdisciplinary Teaching and Pedagogical Adaptation** My teaching experience was further enriched by instructing non-economics students at Bordeaux Montaigne University, totaling 15 HETD. During the 2023–2024 academic year, I taught economics as part of an interdisciplinary European master's program in African studies.

This particularly formative experience challenged me to teach economics to students from diverse academic backgrounds—such as sociology, anthropology, and literature—who lacked prior economic training. I designed and delivered a course to provide a foundational understanding of theoretical, methodological, and empirical knowledge essential for analyzing African economies. This experience honed my ability to simplify complex economic concepts and adapt my teaching to interdisciplinary audiences.

**Evaluation and Academic Supervision** My pedagogical involvement extended beyond teaching to include evaluation and academic mentorship. I served as a jury member for master's thesis defenses in the "Development Economics" program, assessing students' research and contributing to their methodological training.

I also supervised master's theses for first-year students in the same program, developing my skills in research guidance and personalized support for students undertaking their first independent research projects. In addition, I am involved in the mentorship and supervision of 3 PhD students at the Addis Ababa University in economics, remote sensing, and food science, bringing my expertise in rural context in Ethiopia and quantitative methods skills. Over the past three years, the academic team invited me to participate in the "Grand Oral," an evaluation exercise where I examined students at the end of their program to assess their economic knowledge. This role strengthened my competencies in oral evaluation and holistic assessment of student learning.

**International Experience and Professional Training** My international teaching experience was realized at the International Food Policy Research Institute (IFPRI) in Addis Ababa, where I taught 15 hours during the summer of 2023. I developed and led an introductory course on machine learning for a mixed audience of Ethiopian students and professionals.

This experience allowed me to teach in an international setting, navigating linguistic and cultural challenges while refining my ability to convey advanced quantitative techniques. Adapting complex technical content for a diverse international audience significantly enhanced my pedagogical skills, particularly in designing tailored training programs to meet learners' specific needs.

**Pedagogical Reflection and Future Directions** This breadth of teaching experiences demonstrates an adaptable and reflective pedagogical approach. It underscores my ability to design appropriate course content for different levels and audiences, as well as to innovate in teaching methods for complex topics in development economics.

## Teaching Philosophy

My pedagogical project is built around an integrated vision of economics education, combining theoretical rigor, empirical applications, and methodological openness. This approach aims to train economists and professionals who can leverage the latest tools in causal analysis while developing a nuanced understanding of theoretical economic concepts and the specific challenges of developing economies. Open science and reproducibility are the cornerstones of this pedagogical approach. The goal is to equip students with best research practices, emphasizing the use of open-source tools and fostering their ability to replicate and critically assess existing work. This philosophy aligns with a commitment to democratizing knowledge and enhancing the quality of economic research.

The rapid democratization of generative Artificial Intelligence (AI) is reshaping teaching and assessment in economics, fitting naturally with my commitment to open science and methodological transparency. It is essential to guide students in using these tools thoughtfully so they enhance, rather than undermine, core learning. When used responsibly, generative AI can support learning in meaningful ways, such as helping non-native English speakers refine their writing, or assisting with code debugging after genuine effort. By fostering a culture of ethical and critical use through clear expectations and best practices, we enable students to leverage these tools to deepen their understanding and navigate a world and research environment where AI is increasingly central.

To make courses more interactive and accessible, I will employ a variety of teaching methods tailored to the students' profiles, class size, and subject matter. Drawing on my experience at the University of Bordeaux, these methods may include using Moodle tools (self-training quizzes, evaluations, videos, forums), Discord servers, interactive questionnaires during classes (Wooclap), experimental games, or video challenges like "My Thesis in 180 Seconds."

My teaching commitment extends across all levels of economics and social sciences education, from first-year undergraduates to final-year master's students. These courses will be enriched by my international research network. Guest lectures from researchers at partner universities (Addis Ababa, IFPRI, Nova SBE, and UC Berkeley) will provide Bordeaux students with a global perspective on development issues. Collaborative projects with African partner universities will also be developed, enabling master's students to work with real-world data and gain a deep understanding of development contexts.