

Teaching statement

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I believe that teaching is an integral aspect of an academic career. During my PhD training, I had the opportunity to engage in teaching activities and shape my views as a teaching assistant for various econometrics courses, including one online course for banking professionals. My goals in teaching are to promote the application of economic reasoning to real-life questions and to equip the students with the knowledge necessary to answer these questions.

As a teaching assistant for the compulsory *Econometrics I* (Prof. Andrea Ichino) course, I designed the problem set questions in the context of specific real-world examples. This can help students to think independently about the trade-offs in the decision-making of economic agents, as well as the properties of possible datasets. These considerations are crucial for understanding which estimation methods are appropriate for a given question and whether the findings can be generalised to a larger population. During office hours and exercise classes, I also found that sometimes tackling the questions together and discussing the reasoning, provided an invaluable opportunity for everyone to learn. I carried these practices over to “*The Problem of Causality*” (Prof. Andrea Ichino) course, where I curated a selection of research papers for the exam to facilitate discussion about research designs, research questions and connection between the two. In the online “*Panel Data for Banking Sector Analysts*” (Prof. Jeffrey Wooldridge) I made an effort to incorporate their own professional experience into the topics covered during the course when providing feedback or answering questions.

Building upon my experience, I would be excited to teach core courses on **Econometrics**, both at the undergraduate and graduate level. My focus at the undergraduate level would be to introduce the tools and help build intuition about their applications using real-world context, replication studies and research projects on topics of students’ own choice. At the graduate level, I would dive deeper into the theory behind estimation and inference as well as widen the set of estimators. Besides that, I would be comfortable teaching introductory courses in **Microeconomics**. I would also be excited to teach a topical course focusing on the **Economics of Education**. The course would start from basic topics such as modelling education as the acquisition of human capital or signalling, reviewing the evidence about private and social returns to education, studying how the returns vary with the level or quality of education and disentangling the signalling and productivity values in the overall returns. On top of it, I would be particularly excited to discuss the issues of inequality in the context of education: how the pandemic has affected schools and children from different backgrounds, what are the inequalities in the university application and admission decisions, how grading practices can affect course choices of students with different backgrounds.

I am eager to continually improve my teaching skills by actively seeking feedback from students as well as learning from my colleagues. Besides teaching, I am looking forward to fostering the scientific environment by participating in the organization of seminars and reading groups.