

Teaching Statement

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My job market paper starts with satellite images: millions of pixels that mean nothing until you know which question to ask of them. Students often meet economics the same way, as a mass of models and methods that only make sense once they see the problem behind them. Helping them find that problem is the core of my teaching. When I supervise theses, I do not start with methods. I first help students understand what makes their question difficult, and only then introduce the tools that solve it. Students who have discovered why they need a method can still use it after the thesis is submitted; students who have only memorized it often forget it right after the exam, or even before it.

I have taught very different audiences, from teenagers training as youth group leaders and youth delegates preparing for UN climate negotiations to undergraduates at the University of Basel, and two further lessons have held in every setting. First, different students need different approaches: some need a concrete application before the theory makes sense, others need the formal argument first, and good teaching means recognizing what works for each of them. Second, nothing is learned by students who have stopped paying attention. Keeping students interested and engaged is not a matter of entertainment; it is the precondition for everything else.

Teaching in Practice

In thesis supervision, I work through each student's question until they can say for themselves what stands between them and a credible answer. Students who reach a method this way understand not only how to apply it, but also when it fails. In public economics, I have seen that students grasp an abstract concept far more easily when it is tied to something they know from their own lives.

This approach transfers directly to teaching econometrics. I would build each method around a question students care about and real data they can work with, including the satellite and pollution data from my own research: students first try the obvious approach, see why it fails, and only then learn the method that fixes it. Assignments would ask them to propose an identification strategy for a question of their own choosing, which is the skill their theses and later careers actually require. And I would check understanding during class rather than only at the exam, so that I can adjust while there is still time.

Teaching Experience

I have taught at the University of Basel since 2021. At the bachelor's level, I have taught *Fundamentals of Public Economics* as teaching assistant and lecturer of individual sessions across four semesters (2022–2026), lectured on the *International Political Economy of Energy and Climate Policy* as an invited lecturer (2025), and served as teaching assistant for *Scientific Work II*, a course on research methods and academic writing (2025).

In my formally evaluated course (*Fundamentals of Public Economics*, 2022, $n = 35$), students rated me between 5.4 and 5.8 out of 6.0 on course organization, clarity, responsiveness to questions, and engagement (evaluation appended). One student wrote that I “explained everything very well and seemed very engaged and interested in the topic. He had fun teaching.” I can confirm the last observation.

I have supervised nearly ten bachelor's and master's theses, including master's theses in the *Public and Environmental Economics* seminar series. Walking a student from a vague interest to a defensible research design requires knowing when to provide structure and when to let them find their own way. I look forward to bringing this experience to advising PhD students, where the same balance between guidance and independence is central.

Courses I Can Teach

My research is applied microeconomics across environmental, development, and health economics, built on a methodological core of causal inference, applied econometrics, and remote sensing. I am well prepared to teach econometrics at the bachelor's and master's level: identification strategy design, instrumental variables, and event-study methods are the daily tools of my research, and my papers on coral reef loss, air pollution, and nutrition supply worked examples for each. I can also teach field courses in public, environmental, development, and health economics, building on my experience teaching public economics at Basel.

In addition, I would like to develop a master's course on *Causal Inference with Spatial and Remote-Sensing Data*. Students would learn to turn satellite imagery into economic variables, such as night-time lights as a measure of local income or satellite-based measures of air pollution, to design identification strategies that exploit spatial variation, and to deal with the measurement error that remotely sensed outcomes inevitably bring. These tools are increasingly central to environmental and development economics but are rarely taught systematically. I would also welcome the opportunity to contribute to courses connecting long-run environmental or institutional change to economic outcomes.

Beyond the University

I started teaching long before I started economics. Running training courses for group leaders in our youth organization, I learned the lesson I still apply in the lecture hall: keeping people interested is just as crucial with master's students as it is with teenagers. As European Co-President for Political Representation of FIMCAP (2021–2023), I designed and ran multi-day workshops that prepared youth delegates from around the world, most of whom had never followed a climate negotiation, to hold their own at the UN. At the UNFCCC Youth Constituency, I coordinated volunteers with very different levels of preparation, and at GIZ in Beijing, I helped design training programs on emissions trading for government officials. Together, these roles have taught me to teach people of different ages, cultures, and levels of preparation, and that each audience has to be met where it is.

I have always enjoyed teaching, whether at a youth camp or in a lecture hall, and I would bring that enjoyment, together with my experience from Basel and beyond, to teaching econometrics and public, environmental, and development economics at the bachelor's, master's, and PhD level.