Tulio Cesar Bouzas Correa
Department of Economics
K 342, Warandelaan 2, 5037 AB
Tilburg, Netherlands

t.bouzas@tilburguniversity.edu
https://tuliobouzas.github.io/
+31 (0)6 86116131

Teaching Statement

My aim as a teacher and advisor is to ensure that my students have all the means to achieve their own educational goals. I strive to create an environment where they feel encouraged to learn, ask questions, open up about their challenges and think critically about the material being discussed without imposing my own expectations onto them. Despite being in the early stages of my teaching career, I had the opportunity to teach a diverse set of topics within economics to students in their first year in the Bachelor program to students in their Research Master. I improved my skills significantly in this time, learned to enjoy the teaching work greatly and look forward to becoming a better instructor in the future. In this document, I outline how my experience with teaching and supervision shaped my philosophy on the topic.

Teaching Experience

In 2023, I became the teaching assistant (TA) for Dr. Konstantin Gantert in the course *Quantitative Dynamic Macroeconomics*. This was a new course back then, and the goal was to introduce undergraduate students to graduate level macro/monetary economics in an accessible manner, covering cash-in-advance and New-Keynesian models. This includes dynamic programming and coding dynamic models on Matlab using Dynare. Students were required to take an exam where they solved variations of the models seen in class with pen-and-paper and showed intuition for the more advanced models. Lastly, they had to complete a project where they need to solve a variation of the New Keynesian model, adapt a base code, calibrate and discuss their findings. Given the challenging nature of the course, I quickly needed to learn how to help students follow complex algebraic derivations and acquire deep economic intuition in the process while still managing class time properly. By trying new strategies every class and by asking explicitly for student feedback on which tools aided their understanding the most, I developed a replicable teaching approach tailored to students needs that proved useful and efficient in the three years in which this course was taught at Tilburg University. To make sure students could follow the course and excel in their exams, I took the initiative to write a guide describing an algorithm for the mathematical derivations and the interpretation of the resulting expressions.

In 2024, I was the TA for Dr. Lex Meijdam and Annemarie van der Zwet in the course *Economics for Social Sciences*, where I had to teach micro and macroeconomics to first-year undergraduate students of a social sciences program. The teaching load was shared with fellow Ph.D. student Wietse Mesman and undergraduate student Luc Timmermans, and I was responsible for teaching the students enrolled in the English version of the program. This was a different challenge, as over 90 students were enrolled in the English part of the

program with differing degrees of familiarity with mathematics. In it, beyond problem sets, I had to conduct short interactive in-class experiments with the goal of illustrating economic concepts. The classes were well attended, and I needed to pay extra attention to ensure that students didn't get lost. I also needed to become efficient in grading assignments given the high enrollment.

Also in 2024, I became the TA for Dr. Cédric Argenton in the course *Data Science and Society*. The course was an overview of data science methods, with Python coding tasks, and their implications for societal concerns. For instance, topics around the use of machine learning algorithms for pricing decisions and its industrial organization implications. Tutorials involved solving coding exercises and discussing the underlying machine learning methods. This was the course that was the most out of my comfort zone as it involved a topic I was originally not familiar with. It helped me develop a lot of trust in my ability to master a subject to a level where I can provide meaningful guidance for students. My grade as a lecturer remained high (4.3/5) despite my own initial learning curve.

Lastly, I became the teaching assistant for Dr. Florian Sniekers in 2025 in the Research Master course *Business Cycles and Frictions*, where I taught search-and-matching models to students. The classes were small, but students were highly engaged. They typically solved assignments in advance of the tutorials, which I had to grade, and discuss the solution. This made for a relatively smooth experience. In 2026, I took over Dr. Jeffrey Campbell's part of the course as well.

My personal rating was 5/5 in each of my three most recent courses, including two editions of the Research Master course *Business Cycles and Frictions*. Students consistently highlighted the clarity of my explanations, the way I encouraged them to think actively about the material, and the respectful atmosphere in the classroom.

Teaching Philosophy

In class, I strive to abide by good public speaking principles to keep the class engaging and easy to follow. I also believe that teaching economics requires both very precise language, but also a big picture, intuitive understanding. I need to be able to convey the economic meaning behind mathematical derivations, but also a clear set of procedures for how to replicate consistently what's done in class. I make an honest effort at all times to ensure this is transmitted to my students in a way all of them can follow, and I will insist and try different ways to express the same idea until I see they understood it.

I also think that students can learn more deeply if they actively think about the topic and come up with their own solutions to problems. So, I often ask for their input and intuition on the topic in important moments of a tutorial, and treat all they say with utmost respect. If they are correct, I enthusiastically say so; if they are not, I gently ask them follow-up questions that guide them towards the right answer, while still validating their effort. I understand some students find it challenging to speak up and participate, but I try my best to lower the stakes for them.

I believe in being approachable such that students can feel comfortable to be open about

their challenges with the course. I also believe that my main mission as an instructor is to make contents understandable at least at an intuitive level by all students regardless of their background.

Supervision Experience and Philosophy

My employment contract as a Ph.D. candidate also requires some Bachelor supervision load. This is one of the most fulfilling parts of my work, as I can actively guide students through the process of learning how to do research and witness their happiness and success after their defenses. Over my years in Tilburg, I supervised twelve undergraduate students on a range of topics, including Taylor rule estimation, distributional effects of monetary policy shocks, foreign aid, carbon emissions and growth.

I believe that each student has their own personal needs and aspirations. Some students intend to pursue a Master degree afterwards, while other students want to obtain their degree and move on. I believe in the importance of creating an environment where they can open up about their expectations or their thesis with no judgment, such that we can jointly fine tune an approach that will leave the student satisfied with the output they produce.

While students often self-select into my projects, I try to get as much of their input as possible and encourage them to make the project their own by finding a unique angle that excites them. In my experience, even students that start with lower expectations about their grade end up with superb outcomes if they feel in charge of their own thesis and can let their own curiosity take them forward. I try to offer students a roadmap on what they need to accomplish, how they can do it and a rough schedule, such that their curiosity can take a structure and they can use their time wisely.

I consistently guided students in the use of methods they didn't learn in their regular undergraduate programs, such as VAR, local projections, and GMM. I try to make the challenges they will face in the process and the potential learning and grade benefits crystal clear and let them make the decision on their own. In the process, I navigated with success both situations where the process went smoothly and situations where the student didn't seem ready for applying the chosen method, and I had to gently suggest an alternative direction. As a result of this approach, I've seen nearly all students rising up to the challenge and excelling at their thesis time and time again.

I also make a point in giving complete feedback of their drafts, with an extensive set of comments that covers all areas they can and should improve on. I take my time on it, and try to also adapt the depth of the feedback to the student's own goals, so that I don't overburden students who want a passing grade with minute remarks and ensure the ones who strive for a high grade can know all the areas they can improve on. I always try to also compliment the things they do right and give them reassurance on their progress to ensure they remain motivated throughout the process.

None of my students who submitted a draft ever failed a defense and their average grade has been 8.14. Among students who conducted a VAR-based analysis, the average grade was 9.

Teaching Interests

During my Ph.D., I developed the ability to adapt to teaching demands in a Department. I am ready to teach any undergraduate level class in Economics. As for graduate level courses, I have a preference for Macroeconomics in general, with an emphasis on search-and-matching and dynamic stochastic general equilibrium models. In particular, I would be very interested in developing or collaborating in monetary economics courses, both at undergraduate and graduate levels, with emphasis the theoretical and methodological advances in the field in the last century, covering the different schools of thought on the topic. This is a type of course I am very familiar with, both as an undergraduate and graduate student as well as in the role of a teaching assistant.