

As an applied economist with academic and industry expertise, my teaching philosophy centers on preparing students for successful careers and empowering them to impact their chosen professions and local communities. I follow three key principles: **(i) fostering the synergy between economic theory and practical implementation, (ii) emphasizing concrete skills, and (iii) promoting diversity and empowerment.**

First and foremost, I hold the belief that guiding students to grasp the practical application of economic theories in real-world contexts is of paramount importance. While teaching the undergraduate-level courses **Autonomous and Local Treasury** and **Public Treasury** at the University of Barcelona, I effectively bridged the divide between theoretical concepts and their real-world application. To achieve this, I carefully selected research papers that had been transformed into engaging video content, making them accessible to students through the Econimate YouTube channel. This innovative approach allowed students to witness firsthand how economic theories intersect with practical scenarios, fostering a deeper and more insightful understanding of the subject matter. I found that my students were more engaged when I used those videos to explain economic theories. Moreover, in every lecture, I included debates focusing on the practical use of economic concepts within the classroom. This allowed students to engage actively in collaborative group discussions. After each group's presentations, I offered constructive feedback to encourage their reflection and deepen their understanding.

Secondly, I firmly believe that acquiring relevant and practical technical skills is essential for students, regardless of their chosen career paths in the future. I am committed to both learning and imparting techniques for the analysis of economic issues and data. For example, during my time as a teaching assistant for two master-level **Econometrics courses** at the University of Barcelona, I designed problem sets utilizing real-world data sourced from published papers in the *American Economic Review*. These assignments challenged students to replicate the results of scholarly articles using software such as Excel, Stata and R. With these experiences, students should gain significant confidence in entering the workforce equipped with an updated toolkit and training. Moreover, transcending these past experiences, my commitment extends to a broader vision for education and skill development. I plan to integrate data literacy education into all my future classes, recognizing the

increasing role of data in decision-making processes. This ensures that students, equipped with a robust level of data literacy, are empowered to make informed choices not only in their professional endeavors but also in their day-to-day lives.

Last but certainly not least, my commitment to diversity, equity, and inclusiveness extends well beyond the classroom. I have had the honor of serving as a guest lecturer at Westminster International University in Tashkent and contributing to Bentley University's Economics of Race and Gender Course. This experience has underscored the importance of inviting speakers from diverse backgrounds, ensuring representation for all student groups. This practice not only empowers students but also instills in them the belief that they can achieve their professional goals, regardless of their backgrounds. Therefore, I plan to invite guest lecturers and alumni with diverse perspectives to speak in my future classes. Additionally, to create an inclusive learning environment where every student feels heard, I aim to encourage all students to share their opinions and own experiences related to the subject matter in my classes.

In summary, my blend of higher education and industry experience, along with a dedication to diversity and inclusion, equips me to prepare students of all backgrounds and educational levels for success in a competitive world.