
JUAN ZURITA

TEACHING STATEMENT

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I am an economist whose primary research interests lie in macroeconomics and applied econometrics, with a focus on labor supply, fiscal policy, and credit markets. At the undergraduate level, I am passionate about teaching courses in macroeconomics, applied microeconomics, and those that emphasize, maths, statistics, and coding and computational estimation methods. At the graduate level, I look forward to teaching courses in macroeconomics, macroeconomic modeling, as well as programming and numerical methods for economic analysis. I am also interested in teaching MBA courses. My experience includes teaching roles at the University of Edinburgh, University of Technology Sydney, the Australian National University, and the Catholic University of Argentina.

Teaching Philosophy

Much like in other occupations, I believe the key to effective teaching is making sure you do the simple things well. In particular, I use the following techniques to teach students effectively:

- I go through the content thoroughly and meticulously.
- I provide interesting, real world examples to help the students understand difficult economic concepts. This can be achieved verbally or through using video content.
- I ask lots of questions to keep the students on their toes.
- If someone appears to be confused, I go back and help them understand the material.

On top of doing what was listed above I am always there to provide further assistance with the material outside class time, either through email correspondence or consultation. I believe the teaching techniques I have mentioned ensure that the students are in the best possible frame of mind to learn.

Experience and Evidence

I have over fifteen years of teaching experience, during which I have developed a dynamic and evidence-based approach focused on fostering engagement, clarity, and analytical thinking. I have taught and assisted in undergraduate courses such as Macroeconomics, Economic Forecasting, and Numerical Methods, where I

integrate empirical applications and coding exercises using Python, Julia, and MATLAB to bridge theory and data. In tutorials and lab sessions, I encourage students to actively solve problems and interpret economic outcomes, an approach that has proven highly effective in strengthening their confidence and conceptual understanding. I also supervise Honours students on research projects, guiding them through data collection, estimation, and interpretation. Over the years, I have learned that structured feedback and an interactive classroom environment are essential to sustaining motivation and deep learning. To make abstract concepts more accessible, I employ intuitive examples, visualizations, and interactive tools, such as instant QR-code surveys, to enhance engagement. These experiences have shaped my teaching philosophy: effective learning in economics arises from combining rigorous theoretical foundations with hands-on exploration and open conversation.

Throughout my teaching career, I have had the opportunity to work with students from a wide range of cultural, linguistic, and academic backgrounds. This experience has taught me the importance of creating an inclusive and supportive learning environment where every student feels valued and engaged. In courses such as Macroeconomics and Economic Forecasting, I adapt my teaching strategies to accommodate different learning styles, using a balance of theoretical discussion, empirical examples, and hands-on coding exercises, to ensure that students with diverse levels of prior preparation can succeed. I place particular emphasis on fostering participation and collaboration in mixed groups, as these interactions often enhance mutual understanding and critical thinking. Working with such diverse cohorts has reinforced my belief that accessibility and empathy are central to effective teaching: clear communication, flexibility in assessment, and awareness of cultural perspectives not only improve learning outcomes but also enrich the classroom experience for everyone.

Teaching is one of the main reasons I chose to pursue a career in academia. As an educator my role within society is extremely important as well as fulfilling. I believe my ability to be dynamic and adaptable to different situations, as well as the techniques I use to foster engagement in the classroom, all contribute to an effective learning experience for my students.

Teaching Evaluations

- [Evaluation Reports](#)

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