

### Teaching

Teaching is not just a profession for me; it is my passion deeply rooted in the invaluable lessons I received from my first two teachers: my mom and dad. I emphasize this because education extends far beyond the confines of traditional "schooling." My mission as an educator is to empower my students with the knowledge and skills to become adept economists and responsible citizens. In navigating a dynamic world marked by differences, inequalities, and unevenness, I am dedicated to fostering a learning environment that equips them to confront these challenges and contribute positively to society.

For me, teaching economics has three major goals: (i) to unravel the truths of the world, (ii) to equip my students with the state-of-the-art techniques and knowledge, and (iii) showing to them that knowledge is power and freedom. Teaching as a perpetual exploration and an ongoing quest that transcends the confines of dogma. My students learn from the very beginning how questioning is the essence of science. Guided by Joan Robinson's profound assertion that "[t]he purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists," I approach economics as a tool for liberation. My aim is to equip students with more than just numbers or words, but to transform it into information; I strive to foster a discerning intellect within them, enabling them to navigate the subject with independent thinking and the ability to critically assess social and political aspects of economics. This approach aims not only to shape them into competent economists but also into better individuals.

For me, economics must be firmly rooted in its identity as a social science, but it must find expression through the nuanced language of mathematics and probability. My teaching methodology transcends the mere dissemination of facts; it is a deliberate cultivation of contextual understanding. The 'why' and 'how' of ideas take precedence, emphasizing the organic evolution of economic thought as an emergent phenomenon from a specific social context. Much like a relay race, I am the bearer of a baton handed down through generations of economists — a baton I am committed to passing forward, ensuring my students are not just recipients of knowledge but contributors to its ongoing narrative.

My philosophy revolves around recognizing the diverse powers that coexist within the classroom, such as the professor and students roles. When these distinct powers converge, democracy must prevail. The democratic ethos is not merely a principle but a pervasive force that shapes the very fabric of my teaching environment. I envision the classroom as a fertile ground where ideas flourish, and critical thinking is not just encouraged; it is seen as indispensable and the core of my teaching activity.

I cultivate an atmosphere wherein students actively engage in shaping their educational journey. I firmly believe in the transformative power of including students in decision-making processes, often resorting to mechanisms like voting. Whether determining the format of an assignment or selecting additional topics for exploration throughout the semester, these moments of shared decision-making elevate students from passive learners to stakeholders in their own enlightenment.

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Philosophically, I carry the torch for the cultivation of critical thinking skills. For me, the classroom transcends the role of a stage for monologues; it is a dynamic arena for the exchange of diverse perspectives. The emphasis on my students' learning process over grades underscores my dedication to nurturing independent thinkers capable of navigating the realm of economics.

My pedagogical approach is as intricate as the subjects I teach, mirroring their inherent complexity. While my classes adopt a seminar-based structure when necessary, I consistently create opportunities for in-depth discussions, fostering an intellectual environment that encourages deeper exploration of topics. Integrating various media, from visually engaging videos to analytically rigorous real-world data, seamlessly enhances the learning experience. I prudently use technology as a conduit for improved accessibility and practical application of theoretical concepts. The incorporation of tools such as slides, iPad note-taking function as a virtual board for mathematical equations and graphs, and the utilization of data platforms like R highlights my commitment to delivering a multifaceted educational experience. The applied nature of my courses equips students with skills that will be useful for both doing research or job market abilities.

My experience with teaching showed me what works in classroom and how to deal with not so effective routes taken. For instance, I learned that when I am teaching macroeconomics, a real-world data approach helps students understand the practical applications of macroeconomic models. I encourage them to find news articles that demonstrate how abstract models relate to real-world situations. As I taught it online and asynchronously, I used an iPad and a stylus as a board, so instead of seeing a formula only on the slides, they could see the step-by-step derivation of the models, understanding the role of assumptions in the derivation of each equation. Despite the course's strong macroeconomics foundation, some students feel intimidated when I introduce more advanced math, like calculating partial derivatives for comparative static exercises. I have a pedagogical exercise to address that: I keep only one assignment where they apply these tools, and there is a dropping rule where the lowest score in the assignments group is dropped. With that I make them to work hard, but they know if they don't excel it, they still have fair chances of succeeding in the course.

In teaching statistics & probability I chose a more applied route, where each lecture had a R file, with codes for each theoretical example used in class plus examples. We used not only RStudio, but I introduced Google Collab Notebooks to them, showing how they could run R in a cloud as an alternative tool. I used a textbook that had exercises in Excel, so they learned how to work with two applied tools during the semester: Excel from the book and R with me. After the midterm, many students had unusual low grades, and we discussed it in class and they explained they wanted to see more applied exercises in class. I decided to change my lectures to introduce even more exercises, and I added more examples in R files. My tests would have both theoretical and applied questions, so I used to show an output of R asking them which code would generate that result and vice versa. Finally, I had a chance to introduce some philosophical debates in class regarding the differences between frequentist and Bayesian approaches for probability and the role of beliefs in inferential problems. This shows my commitment with critical thinking even in more technical courses.

Marxian economics and Capitalism & Socialism courses are similar in nature, and I showed to students how science can be used to build a scientific critical assessment of capitalism. Using real-world data examples I show how exploitation is a structural and not a moral concept in Marx. I also taught them how critical thinking is important by using generative artificial intelligence (AIs) to create answers for questions and asking them to debate those questions. With that I could show how even when information is totally available, the nuanced perspective discussed in class is not present in AI outputs. This shows their role in producing knowledge, not only acritically consuming

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it. During capitalism & socialism discussions I bring many different authors and schools of thought to define concepts. I also show them how scientific knowledge can be a foundation for political movements. The assignments work as a preparation for the term-paper and students decide to use the literature to debate a topic they enjoyed within each discussion module. My major challenge here was to engage students. Some students may not want to challenge their preconceptions, which can limit discussion in class. Lectures can be long, and students may become tired, leading to less discussion in class. Additionally, the same students tend to dominate discussions. I always emphasize how science must be a realm of questioning, not of certainties, and a collective effort, making them to take control of their own learning.

In future, I plan to create all courses very well structured with many different opportunities for students engaging with the material. I tested a discussion functionality in macroeconomics course, and students show that when the activity is graded they help each other in advancing knowledge. My syllabi are tailored to cover all aspects of each course, but I plan to bring more diversity in terms of gender and origin to my students, make them to be confronted with more nuanced views in economics.

The building of connections with my students goes beyond intellectual realm; it's a visceral commitment that involves looking into their eyes to establish a real person connection. I use to tell students two things: no one will be left behind and hard work pays off. This means that I can accommodate unexpected situations and if a student dedicates herself, she will progress smoothly during my courses. I genuinely care for their well-being, both academically and personally, so I have office hours available on demand to accommodate different needs. My active participation in *Q-pod*, where I contribute to tutoring in quantitative methods for economics classes to undergrad students in department level, is a testament to my dedication to providing support beyond the traditional confines of the classroom.

In essence, my teaching philosophy is based on my passion for empowering students with economic knowledge and skills to become responsible citizens and contribute with society. I foster critical thinking and independent reasoning by emphasizing the context and evolution of economic ideas in a safe democratic and participatory learning environment where students actively engage in shaping their educational journey. I use real-world examples, technology, and various media to make learning more applied and relevant. I acknowledge challenges in student engagement and preconceptions but strive to create a realm of questioning rather than certainties. I also value building personal connections with students and providing support beyond the classroom. My pedagogical approach is multifaceted and complex and I use various tools and platforms to enhance the learning experience and make it more accessible and practical. I design assignments as gateways for students to dive deeper into the subject matter and apply theoretical concepts to real-world data to build a bridge between academia and society.

## Teaching

### Lead Instructor

- Fall 2023 **Intermediate Macroeconomics (Online)**, *Bachelor and Master level*
- Summer 2023 **Marxian Economics (Online)**, *Bachelor and Master level*
- Spring 2023 **Probability and Statistical Inference for Economists**, *Bachelor level*
- Fall 2022 **Intermediate Macroeconomics (Online)**, *Bachelor and Master level*
- Spring 2022 **Capitalism & Socialism**, *Bachelor and Master level*

### Teaching assistant

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- Fall 2021 **Econometrics for BEA**, *Bachelor level*, Lead Instructor: Dr. Haimanti Bhattacharya
- Fall 2021 **Intermediate Macroeconomics**, *Bachelor level*, Lead Instructor: Dr. Korkut Erturk
- Spring 2021 **Intermediate Macroeconomics**, *Bachelor level*, Lead Instructor: Dr. Rudiger von Arnim
- Spring 2021 **Intermediate Macroeconomics/Macroeconomics**, *Bachelor and Master level*,  
Lead Instructor: Dr. Ivan Mendieta-Muñoz
- Fall 2020 **Labor Economics**, *Bachelor level*, Lead Instructor: Dr. Catherine Ruetschlin
- Fall 2020 **Labor Economics**, *Bachelor level*, Lead Instructor: Dr. Eunice Han
- Spring 2020 **Principles of Microeconomics**, *Bachelor level*, Lead Instructor: Dr. Catherine Ruetschlin
- Fall 2019 **Principles of Microeconomics**, *Bachelor level*, Lead Instructor: Dr. Catherine Ruetschlin

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