

Teaching Statement
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I believe that teaching is the heart of academia. The practice of teaching requires one to be knowledgeable in their field, but more importantly, able to communicate complex ideas and inspire critical thinking. Ultimately, engaging the ideas and criticisms of students makes for a profoundly better economist.

As a teacher, I am still in the process of shaping my own teaching style to reflect my strong preference for developing intuition over mechanics. According to my own experiences as both student and mentor, significant and constructive learning is better achieved when students become attached to certain ideas, challenge their own perceptions, and develop proper methods to validate or refute the contents covered in class. To achieve this kind of involvement, I often provide students with applied examples, usually in the form of press articles or popular documentaries on the topics I cover in lecture. This approach has, in my own view and that of my students', facilitated rich discussion and involvement during class. Moreover, it has led to multiple instances of mutual learning and enlightenment.

Since the very start of my professional career I have been involved in teaching activities. Moreover, I have been exposed to teaching opportunities for university students, but also in more technical and professional trainings for government officials. At the beginning of my formal teaching experience, I focused on operations research and process optimization with a focus on fisheries and aquaculture. Later, I diversified into policy analysis. As a graduate student, in addition to being a TA for courses in macroeconomics and environmental economics, I have also had the opportunity to design my own class on the economics of fisheries management for the Master of Environmental Science and Management at UC Santa Barbara. I then adapted and instructed the course for higher-tier decision makers in the Peruvian and Mexican governments, which represent two of the most important fishing countries in Latin America. These experiences have provided me with valuable and unique insight that guides my overall teaching approach.

Beyond the classroom, I have also been involved in mentoring activities. I have been a co-advisor at the undergraduate level for students at the Pontificia Universidad Católica de Valparaíso, who continued to achieve successful professional roles afterwards. In addition, I have served as a mentor for several graduate Fellows in the Latin American Fisheries Fellowship program, by providing guidance, advice, and fostering their professional development. Several of them have launched into impactful professional careers while others have pursued graduate studies (UBC and UCSB). I feel incredibly motivated by these rewarding experiences. They not only confirm my own appreciation for the mentorship and teaching that I have benefited from, but also push me to become a better teacher and mentor myself for the benefit of others.