

TEACHING STATEMENT

I am passionate about teaching. I think it is one of the most rewarding experiences we can have as faculty. This passion started back in Chile during my College when I started to be a Teaching Assistant to support myself while studying. What started as a means to subsistence mutated into a passion. During my stay at PUC-Chile, I was a Teaching Assistant in 11 courses and the main instructor in 4. Afterward, I brought this passion to my teaching at Princeton University, where I was a preceptor for three courses. I think the feedback from students proves my passion for teaching (the feedback is on the next page).

My extensive teaching experience joint with my own study of the best methods to teach allowed me to perfect my teaching skills and methods, defined by four pillars.

The first pillar is preparation. I prepare my lectures to digest difficult and abstract concepts and simplify them as much as possible. I complement this by looking for real-world examples that illustrate the intuition behind the concepts. It is also in this stage when I look for the parts of the lecture that might be difficult to follow for some students, for example, those with cumbersome mathematic or technical language, to put particular emphasis on them during the lecture.

The second pillar is discussion. I always include, after I have taught the concept, a moment of discussion. I put special emphasis on providing every student with opportunities to be part of the discussion and give their opinion. I really think that the College experience gets improved when the diversity of backgrounds and opinions is part of the discussion.

The third pillar is office hours. I am convinced that in each class, there are diverse backgrounds, levels of preparation, interests, and situations that students might have. Even though a class cannot be specifically catered to each student, part of being a successful teacher is recognizing issues that affect students' development and creating situations to facilitate their learning. Providing support to students who need it during office hours is a crucial tool in not leaving anyone behind.

The final pillar is feedback. Whatever the evaluation mechanism, providing individualized feedback to each student is important. As Daniel Kahneman puts it, *"True intuitive expertise is learned from prolonged experience with good feedback on mistakes."* Feedback is crucial in the learning process, and I spend considerable time working to make it as personalized and useful as possible for the student.

On the next page, I present the feedback received from my students during my teaching at Princeton University. Personally, this feedback has been one of the greatest joys of my time at Princeton.

Student Feedback

Below I provide a list of the specific courses for which I served as a Preceptor at Princeton, along with the corresponding overall student evaluation score and average scores in the department:

Semester	Course	Name	Professor	Evaluation	Department Average
Spring 2020	ECO327	Firm Competition & Strategy: Mathematical Approach	Kate Ho	4.50/5.00	4.14/5.00
Fall 2020	SPI 463	Financial History	Harold James	4.63/5.00	3.85/5.00
Fall 2021	ECO101	Introduction to Macroeconomics	Alan Blinder	4.08/5.00	3.83/5.00

I compiled all the written feedback that I received from my students and asked ChatGPT to group it into positive and non-positive categories. This was the result:

Positive feedback:

“The classes were excellent. I loved my preceptor and how he connected everything to things happening in the world and in his home country on Chile. They greatly helped my learning in the course, specifically when he broke down the connection between all the concepts. The instructor greatly clarified confusing course material and gave challenging questions to ponder. The instructor was always willing to answer questions and did so very clearly.” (ECO101, Fall 2021)

“Francisco was also excellent 10/10.” (ECO327, Spring 2020)

“MUST GO, incredibly helpful. Francisco is very patient and helps clarify and make connections across lectures.” (ECO327, Spring 2020)

“Precepts in this course were fantastic. Francisco did an amazing job facilitating discussion and teasing out counterarguments to points made by other students. He also did this in a way that was highly encouraging of other students to participate more. I think that precepts helped me to engage with the material on a much deeper level, as we thought through complicated issues in real time.” (SPI466, Fall 2020)

“I loved them, especially because of my preceptor. He made the material we were learning engaging and as easy to follow as he could have done.” (ECO101, Fall 2021)

“Very fun and always great discussion.” (SPI466, Fall 2020)

“Francisco is very dedicated to teaching and helping his students out. He’s so willing to meet one on one outside of class. He even goes over precepts to make sure we understand the material. He’s very thorough and encouraging when explaining the material in

precept. He also positively encourages us when we answer his questions and tries to engage with us all the time in precept.” (ECO327, Spring 2020)

“Precepts were clear and helpful. Francisco gave accessible and clear examples that helped my understanding and clarified course concepts” (ECO101, Fall 2021)

“Clear instruction, pleasant classes” (ECO101, Fall 2021)

“Very helpful, especially in providing techniques to complete the psets.” (ECO101, Fall 2021)

“The instructor was friendly and good at explaining the material. He was thorough in presenting examples and engaged the class so that he wasn’t the only one speaking. The class felt like a seminar.” (ECO101, Fall 2021)

“They helped a lot with reinforcing topics” (ECO101, Fall 2021)

“Great Preceptor Class. Very open to questions and uses very helpful examples.” (ECO101, Fall 2021)

“The precept was great. Francisco definitely helped most students understand the content better.” (ECO101, Fall 2021)

“Francisco was very helpful in answering our questions. He made the subject matter accessible by often presenting it in a humorous way.” (ECO101, Fall 2021)

“The instructor did a great job explaining important concepts in the class that weren’t explained in lecture. He was very helpful in giving instructions for psets” (ECO101, Fall 2021)

“Precepts help much more than the lectures.” (ECO101, Fall 2021)

“Helped with Problem Sets.” (ECO101, Fall 2021)

“Precepts helped clarify a lot of material and also offered a good introduction to some important concepts.” (ECO101, Fall 2021)

“Classes were very good and helpful in understanding the topics discussed in lecture.” (ECO101, Fall 2021)

“Francisco is great very helpful and animated” (ECO101, Fall 2021)

“The precepts were very helpful, Francisco is a great teacher.” (ECO101, Fall 2021)

“These classes helped me understand the mathematical topics necessary for the problem sets and solidified everything I learned from the lectures.” (ECO101, Fall 2021)

“Francisco was an awesome preceptor! He was very responsive to our questions and reviewed the material in detail.” (ECO327, Spring 2020)

“Precepts were an amazing complement to the lecture. While lectures were more about presenting content and proofs, precepts applied this information to solve examples, which would give us guidance on how to do the homework assignments. Similar to Professor Ho, Francisco was a tremendous aid to the course.” (ECO327, Spring 2020)

Non-positive feedback:

“Precepts were useful for clarifying concepts. However, most of the time was spent on pretty simple concepts instead of the more complicated ideas from the readings.” (SPI466, Fall 2020)

“Would be nice if we did more practice problems rather than simply review the lecture material. Occasionally, precepts felt late by one week, so that the week’s precept didn’t really help with the HW.” (ECO327, Spring 2020)

“I did not attend precepts.” (ECO327, Spring 2020)

“I did not really gain much from the classes, although Francisco was very nice and helpful in the office hours I attended.” (ECO101, Fall 2021)

“A little disorganized but helpful” (ECO101, Fall 2021)

“The precepts/classes were good. Though there were times where it felt as if we were going over stuff we barely went over in lecture. But the precepts/classes were very helpful to do any of the problem sets.” (ECO101, Fall 2021)