

Teaching Statement

Adrien Bouguen

As an economist specialized in education I am particularly interested in studying how skills are acquired and transmitted and how such skills impact the future of the students. In my practice of teaching, I incorporate many of the findings from my research to design classes that are both exhilarating and geared toward improving students' knowledge and competences.

Teaching Philosophy

I am very much inspired by several psychologists who have transformed my perception of education and teaching. One of them, Carol Dweck, with the concept of Growth Mindset/Fixed Mindset convinced me that the performance of a student at school or university is by no mean fixed: students, as any of us, are constantly progressing, they are forging their opinions and testing every day the strength of their arguments. I strongly believe that any individual, especially the ones who embarked in an undergraduate or graduate degree, is capable of learning any single concepts, even the most subtle and complex ones, that has been developed in economics or social science. My classes are therefore structured in a way that take students where they are in term of knowledge and competence and try to make them grow. I have always been surprised to see average students, showing strong interest in my classes, ending up with much better results than students that were initial much more skilled but who showed little passion for the subject.

The role of passion is hence central in my teaching philosophy and is related to another authors who have tremendously influenced my teaching style. With the concept of Grit, Angela Duckworth suggested that passion and perseverance are central socioemotional competences to succeed in life. My teaching style provides a structure designed to reward perseverance, constant work and passion rather than initial competences or skills. I develop some tools to insure that students produce during the semester a constant effort to improve their skills. For instance, every week I ask my student to furnish a small effort - a small exercise, reading an article, answering a few question, presenting during 10 minutes - that will have a non-null probability to be graded (I usually randomly draw with repetition which students will be graded per class). The grade obtained for these contributions, together

with attendance, absence of lateness or good participation are included in the the final grade.

Teaching Experience

I implemented this philosophy in the several institutions I worked for. Here is a list of courses I have taught:

Fall 17	Empirical Economics of Education	Lecturer	Bachelor	Mannheim University
Spring 16	Development economics	Lecturer	Master	Mannheim University
Fall 16	Empirical Economics of Education	Lecturer	Bachelor	Mannheim University
Fall 16	Empirical Economics of Education	Lecturer	Bachelor	Mannheim University
Spring 14	Introduction to Econometrics	Lecturer	Masters	Sciences Po, Paris
Fall 14	Empirical Economics of Education	Lecturer	Bachelor	Sciences Po, Paris
Fall 13	Empirical Economics of Education	Lecturer	Bachelor	Sciences Po, Paris
Fall 12	Introduction to econometrics	TA	Masters	Sorbonne Paris I