Teaching Statement

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I regard educating the next generation as one of the most meaningful responsibilities of academic life. My aim is to guide students from learning financial and quantitative concepts to understanding as well as thoughtfully applying them. I believe this happens best in a respectful, inclusive classroom environment that encourages open discussion and treats mistakes as opportunities to reflect, correct, and improve. I see teaching as a dialogue instead of a one-way transfer of knowledge, built on regular checks of comprehension and connections of individual topics to both the broader picture and their practical relevance. This approach, together with motivating rather than pressuring while setting transparent expectations and high standards, has resulted in active student engagement and consistently rewarding evaluations.

Over the past five years at WU (Vienna University of Economics and Business), I have developed and refined these principles in the classroom and in thesis supervision. Every semester from 2021 to 2026, I taught interactive units of *Risk Management*, an advanced course in the finance specialization of the bachelor program. They complement the lectures delivered by Professor Stefan Pichler and take place in smaller groups, each led by an instructor. Students are first introduced to a concept, then apply it in assignments called *mini cases*, which they present. Finally, I lead a joint review of each mini case, linking it to the underlying theory and its use in practice. To ensure broad and fair participation, presenters are drawn at random from students who volunteer for each mini case, with each student's chance of selection halving after every presentation; I adapted the code behind this procedure to Canvas for the entire finance specialization. In total, I led 22 groups of 15–32 students, out of up to 300 enrolled each semester. Since 2023, I have also been responsible for the shared teaching material and organization: developing exercises, preparing and conducting the examination, coordinating the team of instructors, moderating the forum, and supervising our tutor.

As students predominantly work in R and Excel throughout the course, carrying out computations with data, I co-designed an assessment style to match: a bring-your-own-device exam, written on campus on their own laptops and graded efficiently. The format was new at WU, and our team received the *Art of Teaching* award for Digital Teaching Innovations in 2024. Development has not stopped there: with the rise of generative AI, we have been continuously adapting the assessment to ensure it measures students' own understanding and judgment.

Bachelor's thesis supervision is a second pillar of my teaching, with nine completed empirical projects on mutual fund topics. I consider the initial stages crucial. Together with each student, I refine a broad idea into a research question that can be answered with the available data and genuinely captures their interest to sustain their motivation. As this is, for most, their first experience with large datasets, coding, and academic writing, I help them set clear intermediate goals and maintain

a well-organized, reproducible workflow. At every stage, I provide regular, detailed feedback, while encouraging students to work with increasing independence.

Every academic year since 2021, I have co-supervised master's theses in the MSc Quantitative Finance program with my supervisor Stefan Pichler. Besides helping with the projects, I often act as a mentor to these students, advising them not only on research design, empirical methods, and writing, but also on their next academic or professional steps. A notable example is Eva Laznik, who went on to pursue a PhD at WU and is now a coauthor of a working paper with Stefan Pichler and me. Supporting a student's development from a thesis project to a research collaboration has been among the most rewarding experiences of my academic career.

Building on this experience, I would welcome the opportunity to formally supervise master's theses and to teach at the graduate level as well, whether in lecture-based or applied formats. My teaching interests include, among others, risk management, investments, corporate finance, and empirical methods in finance. Drawing on my research, I would also be glad to develop an elective in delegated portfolio management that incorporates direct work with academic papers and small-scale replications of their findings. Additionally, I am open to teaching courses of various scopes across different programs and student groups.

Beyond subject knowledge, I hope to pass on skills that outlast any course: connecting theory to applications, thinking critically, and communicating results persuasively. Sharing my enthusiasm for finance plays a key role in this, as it is often the spark that ignites students' interest and keeps them engaged. As the field and its tools continue to evolve rapidly, teaching challenges me to stay curious and strive to grow with every new cohort. After all, *docendo discimus*: by teaching, we learn.