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Teaching Statement

Teaching Philosophy

My teaching is guided by three commitments: connecting financial theory to real-world decisions, fostering learning through active experience, and creating an inclusive classroom in which students can question assumptions and learn from diverse perspectives. I believe students learn finance most deeply when they move beyond mastering models to understanding what those models explain, the assumptions on which they rely, and the contexts in which they are most useful. My goal is to help students become technically capable, intellectually independent, and confident in applying financial reasoning to decisions beyond the classroom.

Connecting Financial Theory to Real-World Decisions

I developed this approach through my experience at the Corporate Finance Laboratory at the Higher School of Economics in Moscow, where I worked with Professors Irina Ivashkovskaya and Anastasia Stefanova. The program combined rigorous theoretical instruction with practical problem-solving, Harvard Business Review case studies, student presentations, and engagement with industry practitioners. Rather than treating financial models as purely abstract exercises, students were encouraged to use them to analyze actual corporate decisions.

This experience reinforced my belief that effective finance teaching requires a sustained connection between analytical foundations and practical application. In courses such as corporate finance, investments, and asset pricing, I would help students understand not only the mechanics of valuation, capital structure, investment, and portfolio choice, but also the assumptions, incentives, and trade-offs that underlie these decisions. Real-world cases and empirical evidence can help students evaluate where financial theories are informative, where they may be incomplete, and how they can be applied responsibly in practice.

Learning Finance Through Experience

Students often gain a deeper understanding of finance when they actively engage with the decisions that financial theories seek to explain. During my PhD, I taught a session on behavioral finance for second-year master's students in Wealth Management. The session covered prospect theory, investor beliefs, and cognitive biases in financial decision-making.

To complement the classroom material, I organized a virtual stock-trading exercise in which student teams were assigned hypothetical portfolios, made investment decisions, and monitored their performance over the semester. The exercise gave students an opportunity to confront the uncertainty, risk perceptions, and behavioral biases that influence investment choices in practice. I also organized a session in which students presented and defended their investment strategies before industry practitioners, including the managing director of a leading wealth-management firm. This interaction helped students connect academic concepts to professional investment practice and, for some, created opportunities to explore potential internships.

These experiences confirmed the value of experiential learning. Simulations, investment exercises, case discussions, and empirical applications make abstract concepts more concrete while strengthening students' analytical, communication, and teamwork skills. In my courses, I would use these tools not as substitutes for rigorous theory, but as ways of helping students test, apply, and critically assess it.

Learning from Mistakes and Building an Inclusive Classroom

Finance involves decision-making under uncertainty, where even well-reasoned choices may yield unfavorable outcomes and favorable outcomes may sometimes reflect luck. I therefore encourage students to evaluate the quality of their reasoning rather than assess decisions solely by their realized results. In the investment exercise, students with weaker-performing portfolios were asked to analyze the assumptions and decisions that contributed to their outcomes and identify how they might improve their approach. Students with stronger-performing portfolios were encouraged to consider whether their success reflected sound reasoning, favorable market conditions, or both. In each case, the aim was to develop sound judgment, humility, and an understanding of the distinction between process and outcome.

I also believe that students learn best in classrooms where they feel comfortable asking questions, testing ideas, and disagreeing respectfully. My approach to discussion is inspired in part by Professor Michael Sandel's Justice lectures: establish a clear conceptual foundation, invite competing perspectives, and encourage students to articulate and defend their reasoning. I aim to facilitate rather than dominate these conversations, giving students opportunities to engage actively with the material and with one another.

An inclusive classroom must also recognize that students enter with different educational backgrounds, quantitative preparation, and professional experiences. I seek to make technical material accessible through intuitive explanations, practical examples, and structured opportunities for collaboration, while maintaining high intellectual expectations. Clear expectations, timely and constructive feedback, and respect for different perspectives are central to this approach. My objective is to create a classroom in which all students feel supported in participating and challenged to develop their own analytical voice.

Teaching Interests

I would welcome the opportunity to teach at both the undergraduate and graduate levels, including master's, MBA, and doctoral courses. My training and research provide a strong foundation for teaching Corporate Finance, Investments, Asset Pricing, Behavioral Finance, and Sustainable Finance.

I would be especially enthusiastic about courses that connect financial theory to corporate investment, financing, valuation, and portfolio decisions through practical cases, empirical evidence, simulations, and industry perspectives. My research would also enable me to bring contemporary questions into the classroom, including climate risk, ESG investing, investor preferences, technological change, and the role of financial markets in shaping corporate and environmental outcomes.

Beyond the classroom, I would welcome opportunities to supervise students, support empirical research projects, contribute to curriculum development, and participate in interdisciplinary teaching that connects finance with environmental economics, development, and other fields. Ultimately, I want students to leave my courses with more than technical knowledge. I want them to be able to question assumptions, make informed decisions under uncertainty, learn from both success and failure, and recognize how financial decisions shape firms, markets, and society.