

## TEACHING STATEMENT

My teaching experience includes a wide variety of courses. In addition to lectures taught as main instructor at the University of St. Gallen and Vilnius University, I taught tutorials at the University of Amsterdam, the Tinbergen Institute, and the University of Freiburg, and a mini course for researchers and practitioners at the Bank of Lithuania. This experience contains courses in finance, economics and mathematics, at the undergraduate, graduate, and postgraduate level. High quality of teaching is of utmost importance to me and consequently the effort that I have put into my classes was always rewarded with very positive formal or informal feedback. Though many of the courses did not include a formal evaluation by students, those that did were evaluated very favorably (my teaching of the master's course Corporate and International Finance was once even awarded as best course in the program based on student evaluations).

My research, educational background, and teaching experience cover a lot of different fields, from several subfields of finance and economics to econometrics and mathematics. This allows me to claim that I would be comfortable to teach any course in economics, finance, or statistics at the undergraduate level, and a wide variety of courses at the graduate level.

It is particularly important for me that my classes are interactive. I encourage students to ask questions and regularly use opinion polls to directly involve students. When I teach economic models I make sure to carefully discuss the underlying assumptions: it is crucial to understand which assumptions drive the results and which are merely simplifying assumptions. Finally, I always try to make sure that students can connect what they learn in class to the outside world, with a lot of examples and applications.

During the first year of the Covid-19 pandemic, courses had to be taught online. Instead of holding the usual lectures online, I chose to make and upload lecture videos and slidecasts with the material usually covered in class. Each topic's videos and slidecasts were followed by live online sessions with additional details, students' questions, and the discussion of the solutions to the exercises. Judging from student feedback and their (in-classroom) exam performance, this flipped-classroom format was successful. Consequently, I have kept the flipped-classroom setting in an adapted way after going back to in-person meetings was possible. Students receive the materials including videos and slidecasts up front and we use the meeting time in the classroom for the discussion of key concepts, Q&A, and to solve exercises. The time spent in the classroom and the workload for me is similar to before (after a large initial investment to produce the videos and slidecasts, which then only need to be updated from year to year), but students prefer this way of teaching and their performance seems to be at least as good as when the course is taught in regular lectures.

### LECTURES

<b>Corporate and International Finance</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2018-2020	University of St. Gallen	Matthias Weber	Master	6.57/7 (2021, flipped classroom) 6.25/7 (2020, flipped classroom, online) 6.54/7 (2019) 6.31/7 (2018)
Topics: Discounted cash-flow valuation, valuation of stocks and bonds, risk and return, portfolio theory, CAMP and the cost of capital, Modigliani-Miller propositions, market efficiency and behavioral finance, IPOs, foreign exchange markets, PPP theory, interaction of macroeconomic policy and exchange rates.				
<b>Corporate Finance (in German)</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2018, 2019	University of St. Gallen	Matthias Weber	Master	2.1 (5 to 1; 2018)

Topics: Discounted cash-flow valuation, valuation of stocks and bonds, risk and return, portfolio theory, CAMP and the cost of capital, Modigliani-Miller propositions IPOs of stocks and bonds, option pricing, financial due diligence.				
<b>Behavioral and Experimental Economics</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2016-2019	Vilnius University	Matthias Weber	Bachelor	
Topics: Biases and nudges, heuristics and bounded rationality, rank-dependent utility theory and prospect theory, behavioral expectation formation, behavioral game theory, auctions, behavioral macroeconomics, internal and external validity of experiments, statistical analysis of experimental data.				
<b>Behavioral Expectations in Economics and Finance (Mini Course)</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2017	Bank of Lithuania	Matthias Weber	Researchers & practitioners	
Topics: A basic dynamic-supply framework (Cobweb model), naive and adaptive expectations, rational expectations, heuristic switching models, an asset pricing model, experimental evidence on Cobweb and asset pricing models, feedback, behavioral expectations in a New Keynesian model, microfoundations under behavioral expectations, a currency union model with behavioral expectations.				
<b>Research Methods for PhD Students</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2015-2017	Vilnius University	Matthias Weber, Povilas Lastauskas, Patrick Grüning	PhD	
Topics: How to write and publish a scientific paper, introduction to R and RStudio, data analysis in R, non-parametric statistics, regressions, causality, panel data, DSGE modelling, RBC models, macro-finance, New-Keynesian models.				

## TUTORIALS

<b>International Money (a.k.a. International Finance)</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2012-2014	University of Amsterdam	Franc Klaassen	Bachelor	8.09/10 (2014) 8.03/10 (2013) 4/5 (2012)
Topics: Basics of the foreign exchange market, covered interest parity, elasticity and absorption approaches to the balance of payments, Swan diagram, Balassa-Samuelsan model, Mundell-Fleming model, uncovered interest parity, flexible price monetary model, Dornbusch overshooting model, portfolio balance model, empirical evidence on exchange rates, Hamada diagram, international currency and debt crises, optimal currency area theory.				
<b>Macroeconomics I (DSGE models, OLG models)</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2010	Tinbergen Institute	Wouter den Haan	PhD	4.26/5
Topics: Recursive problems, Bellman equations, transversality conditions, social planner's problem and the competitive equilibrium, cash-in-advance models, money-in-the-utility models, money neutrality and superneutrality, Ricardian equivalence, Hodrick-Prescott filters, band-pass filters, (structural) VARs.				

<b>Probability Theory (in German)</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2007	University of Freiburg	Ernst Eberlein	Bachelor/Master	
Topics: Measure theory, random variables, expectations and moments, inequalities and $L_p$ -spaces, laws of large numbers, kernels and measures on product spaces, convolution product, central limit theorem, law of the iterated logarithm.				
<b>Introductory Stochastics (in German)</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2006/2007	University of Freiburg	Ernst Eberlein	Bachelor	
Topics: Discrete probability spaces, combinatorics, conditional probability and independence, product spaces, random variables, expectation, variance, weak law of large numbers, generating functions, conditional distribution, central limit theory, estimation, maximum-likelihood, statistical testing, likelihood quotient tests, confidence intervals.				
<b>Real Analysis II (in German)</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2005	University of Freiburg	Michael Růžička	Bachelor	
Topics: Topology in $\mathbb{R}^n$ , differentiation in $\mathbb{R}^n$ , extreme values and convex functions, Taylor expansion, parameter dependent integrals, line integrals, complex analysis, diffeomorphisms, implicit functions, ordinary differential equations.				
<b>Real Analysis I (in German)</b>				
Year(s)	Institution	Course coordinator	Level	Evaluation
2004/2005	University of Freiburg	Michael Růžička	Bachelor	
Topics: Field and ordering axioms, complete induction, sequences and series, completeness of $\mathbb{R}^n$ , limits and continuity, mean value theorem, differentiation, Riemann integration, commutability theorems of integrals.				