

1. General Philosophy and Teaching Methods

My primary goal in teaching is conveying knowledge in the best possible manner such that each student gains a clear picture of the content and is able to apply the learned methods both in practice and in theory. In all of my courses I am constantly motivating my students to ask me questions and to actively participate in class.

By teaching a combination of theoretical basics and practically relevant examples I aim at optimally preparing students for their career. Conveying the underlying theoretical principals is especially important to prepare students for a potential career in academia and ensures a deeper understanding of the theoretical foundation behind the learned techniques. Realistic examples and case studies are however equally important as they provide access to practically relevant problems. Consequently, my lectures always involve tutorial sessions, which enable the students to practice the techniques, to gain a deeper understanding of the foundation, and to clarify open questions.¹

My teaching strategy involves the usage of lecture slides, which I typically complement with hand-written notes. These complements include, but are not limited to, analytical examples, details on mathematical derivations, graphical illustrations, and answers to student's questions. I always provide these hand-written complements such that the students do not have to write them down in class such that the students can spend their attention on the lecture.

2. Learning Material

I generally provide the learning material on the e-learning platform. This includes, but is not limited to, the lecture slides (both plain and with my hand-written complements), problem sets along with sample solutions, Excel sheets and codes (if applicable), and additional readings such as scientific articles. To avoid any frustration with the learning material, I also provide additional video content such as short book reviews which summarize what parts of a textbook are important for the lecture. A sample set of lecture slides can be found at the end of the teaching portfolio.

3. Teaching Principles

To reach my teaching goals I follow three main principles which aim at keeping students motivated, interested, and engaged. These principles are:

1. Intuitiveness
2. Practical relevance
3. Theoretical foundation

I am used to illustrating technical problems with intuitive and practically relevant examples or brief case studies. This allows me to separate theoretical details from economic intuition. The latter is especially important for gaining the big picture of a specific lecture and to successfully attend the course. Putting emphasis on the practical relevance of the problems also involves the implementation of the learned

¹ In some cases (e.g., my PhD course on Advanced Financial Economics I), the students are expected to solve and turn in the problem sets before the tutorial session. This can be done in groups of at most two students, and it encourages the students to solve the problems and to enter into discussions with their classmates. Having graded their submissions, I give the detailed feedback about their solutions. Such a procedure is however only feasible in case of a small group of students.

techniques and methods in Excel or a programming language (depending on the level and the learning goal of the course).

However, I do not equate intuitiveness and simplicity. Teaching technical and complicated material in a too simplified manner can create misunderstandings and confusion. By contrast, to understand a technical problem in finance often requires deep theoretical and mathematical knowledge, which sometimes cannot be abstracted from. Thus, it also depends on whether I teach a graduate or an undergraduate course.

To illustrate this issue in an example, one can consider the well-known Black-Scholes formula for option pricing: This formula can be derived in several different ways. Some of them avoid too technical arguments and allow to grasp the intuition behind the result. Nevertheless, they are mathematically sound and do not oversimplify things. Others are mathematically involved and require deep mathematical knowledge (e.g., partial differential equations, stochastic calculus, change of measure) which cannot be presupposed from bachelor students, but are being taught at the master's or Ph.D. level in order to strengthen the students' theoretical and mathematical abilities.

4. Availability and Criticism

To improve the quality of my lectures and tutorials, I take evaluations from students very serious and reflect on both positive and negative aspects. Analyzing my own performance in the lecture hall is a matter of course. I always appreciate constructive criticism about my lectures and tutorials and adopt it to enhance the quality of my teaching. Although it is not always possible to get personally in touch with all students—more than 200 students attended my bachelor's course on financial derivatives in the previous summer term—I usually set up a forum on the e-learning platform. Students are expected to make use of this offer and put their questions into the forum so that an interactive discussion in between the lectures materializes. I typically comment on the students' questions within 24 hours. In case a question requires a quite lengthy answer, I am used to recording an additional explanatory video and upload it to the e-learning platform.

5. Challenges during the Corona Crisis

We are currently facing a pandemic, which is a challenge for all of us. It does not only affect the way we are teaching. I am also aware that this pandemic has a crucial impact on how students are learning, especially when universities had to be closed. Just recording videos cannot be considered to be a sustainable concept for successful teaching and keeping the students interested and motivated.

Thus, I am fostering active participation especially in online lectures and tutorials and I am constantly motivating the students to ask me questions. I am also convinced that offering students additional options such as virtual office hours and Q&A sessions is very important to stay in touch with them and to reduce their frustration level because of the pandemic.

6. Teaching Experience

During the last decade I have collected a lot of teaching experience being it as a tutor or a lecturer. The following list goes back to 2010 when I started academic teaching at Department of Mathematics of the University of Kaiserslautern and ends in 2022 when I am going to give a lecture at the Goethe Business School:

Lectures at the Goethe University, Goethe Business School (GBS), and Graduate School for Economics, Finance, and Management (GSEFM). Detailed course descriptions can be found at the end of the teaching portfolio.

- Summer 2022 *Capital Markets and Asset Pricing*, graduate course, GBS, announced
- Winter 2021 *Advanced Financial Economics I*, PhD course, GSEFM

- Summer 2021 *Financial Derivatives and Risk Management*, undergraduate course, Goethe University, taught in German, Winner of the best teaching award of the student body (*Fachschafpreis für exzellente Lehre*)
- Winter 2020 *Advanced Financial Economics I*, PhD course, GSEFM
- Winter 2019 *Advanced Financial Economics I*, PhD course, GSEFM

Teaching Assistant / Tutor at the Goethe University, Goethe Business School (GBS), and Graduate School for Economics, Finance, and Management (GSEFM):

- Winter 2020 *Financial Decisions and Markets*, master seminar, Goethe University
- Summer 2020 *Credit Risk*, graduate course, Goethe University
- Winter 2019 *Financial Decisions and Markets*, master seminar, Goethe University
- Winter 2019 *Advanced Financial Economics I*, PhD course, GSEFM
- Summer 2018 *Capital Markets and Asset Pricing*, graduate course, GBS
- Winter 2017 *Capital Markets and Asset Pricing*, graduate course, Goethe University
- Winter 2016 *Advanced Financial Economics I*, PhD course, GSEFM
- Winter 2015 *Advanced Financial Economics I*, PhD course, GSEFM
- Summer 2015 *Capital Markets and Asset Pricing*, graduate course, GBS
- Winter 2014 *Capital Markets and Asset Pricing*, graduate course, Goethe University
- Summer 2014 *Dynamic Asset Allocation and Applications*, PhD course, GSEFM
- Summer 2013 *Master Thesis Seminar*, Goethe University

Teaching Assistant / Tutor at the Department of Mathematics of the University of Kaiserslautern (all taught in German):

- Summer 2012 *Statistics II for Economists*, undergraduate course
- Summer 2012 *Higher Mathematics I*, undergraduate course
- Winter 2011 *Higher Mathematics III*, undergraduate course
- Summer 2011 *Higher Mathematics II*, undergraduate course
- Summer 2011 *Preparation Class for Mathematics*, undergraduate course
- Winter 2010 *Applied Mathematics: Stochastic Methods*, undergraduate course
- Summer 2010 *Preparation Class for Mathematics*, undergraduate course

Thesis Supervision at the Goethe University:

- since 2013 Supervision of 23 bachelor theses and 14 master theses from various areas of finance (e.g., asset pricing, derivatives, risk management, climate finance, insurance economics)