

## Anja Rösner - Teaching statement

During my doctoral studies and as a postdoctoral fellow at the Düsseldorf Institute for Competition Economics (DICE) at the University of Düsseldorf, I gained extensive teaching experience as a lecturer, teaching assistant, and supervisor for both undergraduate and graduate students. Teaching has been a central component of my academic journey, allowing me to share the theoretical and empirical knowledge I have acquired. Additionally, my experience teaching part-time at Copenhagen Business School (CBS) during my research stay has provided me with valuable insights into the similarities and differences between the teaching philosophies at universities in Germany and Denmark. This cross-cultural teaching experience has greatly influenced the development of my own teaching philosophy, which focuses on fostering student engagement, critical thinking, and the practical application of economic concepts.

At the **undergraduate** level, I have served as a lecturer and teaching assistant for the elective course *European Competition Policy* (12 ECTS) at the University of Düsseldorf, which is part of several degree programs, including Economics, Business Administration, Business Chemistry, and Financial and Actuarial Mathematics. Over the last four years, I have supported the coordination and delivery of this module, leading to the opportunity to teach the main course independently in 2022. This experience allowed me to design and implement an innovative and engaging course structure, with each session focusing on a specific economic concept, supplemented by practical examples and case discussions. My role included syllabus design, course planning, lecture delivery, and assessment management, including the final exam and presentations. This hands-on experience has enhanced my ability to create a stimulating learning environment that encourages active student participation and deepens their understanding of complex economic principles.

I also had the opportunity to design and teach the graduate seminar *Competition and Sustainability* (7 ECTS) at the University of Düsseldorf, focusing on the intersection of environmental objectives and competition policy. The seminar provided a platform for students to critically explore whether sustainability initiatives can align with, or at times conflict with, competition principles. Topics included the impact of the European Green Deal on market competition, the role of emissions trading systems, and potential tensions between promoting sustainability and antitrust regulations. Students engaged with a range of contemporary issues, such as greenwashing, sustainability-driven collusion, and consumer behavior in the context of sustainable consumption. I encouraged students to approach these topics from both a theoretical and empirical perspective, guiding them in developing research questions and using case studies like the European Commission's actions against cartels to examine the real-world implications. This seminar was particularly rewarding as it equipped students to critically assess the evolving role of sustainability within the broader framework of competition policy.

In addition, I have served as a teaching assistant for *Industrial Organization Analysis* (7.5 ECTS) at CBS, as well as in courses such as *Microeconomics* (9 ECTS) and *Economic Policy* (9 ECTS) at the University of Düsseldorf. In each course, I emphasized the development of students' economic intuition, problem-solving skills, and critical thinking. The course environment fostered active discussions and debates, allowing students to apply their knowledge to real-world policy implications. My responsibilities also included providing detailed feedback to students, particularly those who needed additional support to improve their performance in final exams.

At the **graduate** level, I was teaching the exercise of the elective course *Time Series Analysis* (8 ECTS) at the University of Düsseldorf which is part of the curriculum of the graduate study program in Economics, Business Administration, as well as Mathematics. Additionally I was given the opportunity to teach the mandatory course *Advanced Industrial Organization* (7.5 ECTS) at the CBS which is part of the graduate study program in Advanced Economics and Finance. Both courses were fruitful opportunities to familiarize students with advanced models and current applications in these areas of research. For example, in the exercise for the course *Time Series Analysis*, students were able to directly implement their knowledge from the lecture and test different kinds of models. I constructed the topics of the exercise partly with theoretical extensions to the lecture and partly with exercises using the software R Statistics. As the graduate students have a broad range of existing knowledge and skills, the courses offered a suitable environment for discussions and practical exercises. These enable the students to deepen their knowledge and to train their ability to conduct empirical exercises with time series data. In addition, the course's final exam is a term paper where students are asked to find their own idea and data to answer a research question of their choice. Through the whole process, I supervise the students making sure to support but also encourage them. The projects are also often used as a basis for their thesis. In the course *Advanced Industrial Organization*, I constructed the exercises with a strong relation to the lectures, so that students were able to directly see a connection between the theoretical models of the lecture and the application of those in the exercise. In addition, I emphasized the real-world implications of the learned models, which are due to their complexity often not very intuitive for the students. The low number of students (about 15) in this course allowed for a great environment for the discussion of assumptions,

implications, and policy-related outcomes.

In addition, I serve as supervisor for several term papers in a mandatory undergraduate and graduate seminar, but also for several bachelor and master theses each term at the University of Düsseldorf. This allowed me to work with students on different levels in the research fields of industrial organization and beyond. The topics I supervised cover, for example, competition in two-sided markets, the effects of retail merger, competition and sustainability or consumer behavior and nudging. In that respect, it was important to construct modern topics which allow students to get an impression about interesting research fields. At the undergraduate level this paper is in most cases the first students are writing in their studies. Thus, one of the main tasks is guiding students through the writing process of a term paper and to teach the ABC of writing a scientific paper. In addition, a series of presentations is scheduled, which allowed the students to train and improve their presentation skills while getting constructive feedback. This is particularly important due to the fact that these skills are relevant for researchers but also for practitioners. Many of the term papers are later used as a base for bachelor theses which is a great opportunity to monitor and encourage the students' development. At the graduate level, the supervision is more sophisticated as students know how to write a scientific paper, but need more expertise in the different topics. I always try to leave the students as much freedom in their choices of what question and problem they want to work on but let them know when I see boundaries in terms of complexity, time or abilities.

Beyond my individual teaching experiences, I co-founded the "Düsseldorf Economics and Law" (DEaL) doctoral seminar, which promotes interdisciplinary dialogue between economists and lawyers. In that seminar we encourage our members which are undergraduates, graduates and post-doctoral researchers to regularly attend, ask questions and discuss. The concept of that seminar was in the beginning relatively simple: We met once a month to exchange knowledge on different topics, where each topic is covered by a lawyer and an economist. While the first sessions covered topics like "Principles of Law" and "Methods in Economics" they were quickly ticked off and replaced by more complex topics like "Competition and Algorithms", "Competition and Sustainability" and "Predatory Pricing". In the work of applied researcher in law and economics, cases like "Facebook vs. Bundeskartellamt" or "Intel Corp. vs European Commission" play a huge role. In that respect, we decided to switch to a more workshop-like character and discuss in small but interdisciplinary groups on each case. By fostering a collaborative environment where different perspectives are shared, the seminar has grown into a platform for innovative discussions and knowledge exchange. Moving forward, I plan to invite speakers from diverse fields such as computer science, climate, and health research to further enhance the seminar's interdisciplinary character. I would be delighted to initiate and foster additional interdisciplinary research and exchange groups, both within the department and across other academic fields, to further enhance collaborative learning and innovation.

For **future courses**, my teaching and research experience equips me to design and deliver courses at the undergraduate, graduate, and Ph.D. levels. I am particularly interested in teaching courses in industrial organization, behavioral economics, sustainability, and competition economics, but I am also prepared to contribute to broader courses in microeconomics, econometrics, research methods, economic policy, and management. I am excited about the opportunity to develop new courses or contribute to existing ones, tailoring them to meet the needs of the department and the diverse student body at CBS.

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