Teaching Philosophy Statement
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My teaching philosophy is based on the principle that learning is a cumulative and reflective process in which students progressively build on prior knowledge to develop skills and complex concepts. For this reason, my teaching practices are dedicated to guiding students in bridging their existing knowledge with new material, fostering a sense of ownership over their learning. This belief stems from my experience as a Graduate Teaching Assistant (GTA) in quantitative methodology courses within the Educational Measurement and Statistics (EMS) program at the University of Iowa, where I am pursuing my PhD.

My teaching practices are mainly focused on the comprehension of the course contents, the internalization of what has been learned, and the development of research skills. This is especially relevant at the beginning of the semester, as prior knowledge of quantitative methods and the ability to adapt to the course vary across students depending on their personal and professional background and interests. To collect information about this, during office hours I ask students about their area of work or study, what they know about quantitative methods, and whether they are familiar with any statistical software, such as SPSS, R, Stata, or Mplus, which helps me to facilitate the learning process from their perspective. For example, many students initially struggle with interpreting interactions in regression models. To work on this type of problem, I usually ask the student to think about an investigation they would like to conduct, what variables they would include, and what the relationships would be between these predictor variables and outcome (i.e., the conceptual definition of the regression model). Then, I ask whether the relationship between a predictor and the outcome might change due to variation in the value of another predictor. The answer is usually positive, so I say: "Well, that *change* in the effect of the predictor is what the interaction is capturing in the model." When students have such an 'aha!' moment, they feel more prepared to engage with the practical aspects of statistical analysis, class activities, and homework.

To support learning progress, I prioritize being an accessible and reliable resource for students. My communication with students in the classroom, during office hours, and by email, is characterized by respect, flexibility and individualized assistance. To ensure I am fully prepared to address their needs, I review course materials, attend to every class, and discuss with the professor potential areas of confusion I could help to clarify. In this way, students can note my commitment to their learning and experience working with the course contents. This is especially important when I lead review sessions in the classroom, which are tailored to reinforce key concepts and address areas where students may need additional support or feedback. These activities, based on formative assessments with open-ended questions, are designed to be interactive, allowing students to ask questions and solidify their understanding in a supportive environment. To lead a successful session, before the class I review the students' answers and prepare some slides that guide our discussion towards correct answers and potential misunderstandings.

From the beginning to the end of a course, my teaching practices (mainly as a GTA) aim to facilitate learning and co-construct knowledge. Through my pedagogical work inside and outside the classroom, I intend to give students what they need to understand, apply, and judge the use of quantitative methodology, which contributes to their autonomy and professional growth.