My teaching philosophy is based on my belief that **higher education should be accessible to everyone and that all students are capable of learning and advancing in the classroom.** Primarily, my focus is: 1.) providing a flexible framework; 2.) promoting student independence; and 3.) challenging narrow-minded thinking.

Providing a Flexible Framework: In my experience, the best way to learn is by making mistakes. Trial and error is a vital step in the learning process. For this reason, my students get their hands dirty by practicing the concepts as they are introduced. At the beginning of the quarter, I give my students a survey asking about their area of interest, and then cater in-class examples around their responses. My students come from a wide array of majors, so it is very important to me that examples in class are relevant to their respective fields to show how concepts can be applied in their careers. I break down each problem to show students the step-by-step approach in order to build a solid foundation of understanding through repetition of in-class examples.

Promoting Independence: I often come across students who are intimidated by quantitative subjects due to internalized self-doubt from negative past experiences. The belief that some people are *gifted* is a toxic and elitist mindset that inhibits education as a whole. It is important to me that students attain the confidence and foundation to work through difficult problems on their own. To facilitate this, I provide students a checklist of common pitfalls when I introduce a new module. This helps them diagnose and solve any issues they may run into when working on an assignment outside of class. These checklists are a tool I created based on frequently asked questions from students in the past–along with challenges I faced in my own experience as an undergraduate. This helps students effectively understand concepts by helping to identify solutions to obstacles, empowering greater independence and lasting confidence in their abilities.

Challenging Narrow-Minded Thinking: I believe there is no such thing as a singular solution to any problem. In my classroom, I demonstrate multiple ways to solve the same problem and highlight the pros and cons of each method. Because every student is different, I strive to create a safe environment to practice different techniques in order to motivate creative problem solving in their future careers.

I have included a few responses from recent student evaluations that I feel speak to the efficacy of my teaching philosophy:

- *"She is very relatable and knows how to communicate with her students. I think this made understanding the material a lot easier. Coming from someone with not much coding background, I think the material moved at a good pace. I love the structure of this class - doing practice problems during class and then having a weekly homework. Overall, I would take her class again! Thanks Cassie! "*

- *"Great class, I've learned a lot these past few weeks and I think your teaching methods are very effective. I like how your teaching format wasn't only just lecture but also leaving time for practice problems in class. I think that really reinforces the material that was taught. I've had previous professors that would provide practice but never actually explain the problems in class. Overall, I really enjoyed the class and I think you are one of the better instructors that I've had. Thank you for all your hard work!"*

- *"Cassie did an excellent job as an instructor of the course. She had labelled the structure of the course excellently well and gave good critical feedback on the coursework. She definitely*

is one of the best Phd students I've had as an instructor at Drexel and would recommend her to be taken by another college student at LeBow. "

- *"Cassidy Buhler is one of the very best professors that I ever learn from. She's understanding and can explain concepts that are otherwise difficult to grasp."*
- *"Cassy was one of the best teachers I've taken in all my years at Drexel. Super helpful and patient, even when explaining difficult subject matter! She clearly knows what she's taking about. I would recommend her class to anyone!"*