

I am someone curious who likes to learn and to take on new challenges. I've had many divergent interests in my studies, from psychology to neuroscience with statistics and machine learning in between. Reaching out to learn different fields has been challenging, but I am the kind of person to do whatever it takes to learn what I find interesting. This approach not only made my academic experience so much more fun and satisfying, but also allows me to understand the brain from different perspectives. I look forward to combining these different interests in my PhD by working on computational models and theories of the brain.

Even though I pursue to understand the complexity of the human mind, I've always had a passion for mathematics and logic. So, I complemented my psychology bachelors by taking classes in statistics. Even during my first year, I felt that I was at a disadvantage compared to mathematics majors. For example, in my probability class I had to learn some new operations on my own (e.g. double integrals). This was not really a problem because I was happy to learn new material and saw it as an opportunity to grow. Having been really satisfied by the theoretical statistics class taken in my second year, I was motivated to start my 3rd year by taking an even more advanced statistics class. This course taught the theory and proofs behind regression and ANOVAs, and as early as the second class of the semester I could not understand what was written on the board. The class required strong knowledge in linear algebra which I was missing. However, this did not discourage me from taking the course. The following day, I borrowed linear algebra textbooks from the library and started learning on my own. The class content was fascinating, and I wanted to be able to learn more of it. I kept working

hard and eventually became that student always sitting in the first row asking questions.

I was rewarded for my perseverance and developed an excellent conceptual understanding of the mathematics behind the standard parametric tests we routinely use in research. This perseverance allowed me to become quite knowledgeable about statistics, usually the one my neuroscience and psychology colleagues refer to when in need of data analysis help.

This kind of experience is what I want my academic life to be like. I strive for the satisfaction of understanding new interesting ideas. The next challenge I have in mind is to build computational models of how the brain learns to wire itself. New York University, with its variety of computational and theoretical neuroscience labs, would be the ideal opportunity for me to accomplish such goals.