

Teaching Statement

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My commitment to teaching is rooted in my own educational experience. I was trained at a liberal arts institution with small class sizes, where close interaction with faculty and sustained engagement with texts were central to learning. Seeing firsthand how thoughtful teaching can shape students' intellectual development was formative for me and played a significant role in my decision to pursue a PhD. I approach teaching not as an add-on to research, but as a core part of academic life.

My understanding of teaching emphasizes active engagement, close and critical reading, and learning by doing. In substantive courses, I would encourage students to approach texts not as repositories of facts, but as arguments to be unpacked, questioned, and debated. I value structured discussion, short analytical writing assignments, and guided comparisons across readings as ways to help students develop their own voice and analytical confidence. My goal is to help students learn how to read carefully, identify assumptions, and connect theoretical debates to empirical questions.

I am also well prepared to design and teach methods courses, particularly in survey research and survey experiments. I have extensive hands-on experience designing surveys and experiments and working with large-scale comparative data. Before starting my PhD, I worked as a researcher at the European Social Survey (ESS) in London, where I was closely involved in questionnaire design, as well as the implementation and analysis of cross-national surveys. This experience trained me to think carefully about measurement, validity, and comparability, and to communicate methodological choices clearly to interdisciplinary audiences. In teaching quantitative and methods courses, I aim to demystify methods by grounding them in real research problems and empirical examples. Rather than focusing solely on statistical techniques, I would stress how methods shape the kinds of claims we can make about political behavior and democratic processes.

I am also attentive to the diversity of students' backgrounds and prior preparation. I aim to create an inclusive learning environment in which expectations are clear, questions are encouraged, and students are supported as they build new skills. I see teaching as an iterative process and am eager to further develop my pedagogical approach through feedback, reflection, and participation in teaching development opportunities.

I bring enthusiasm for teaching, a strong methodological profile, and a strong commitment to helping stu-

dents become careful readers, critical thinkers, and competent users of empirical research. I am particularly drawn to academic environments that value both rigorous scholarship and high-quality teaching.