Teaching Portfolio

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TABLE OF CONTENTS

INITIAL MESSAGE

In my trajectory, I had many teachers, professors, and mentors who have inspired me and helped me to learn more about the world and myself. I would love to do the same for my students in the future! I believe that sharing knowledge is powerful. Therefore, I have teaching and mentoring as parts of the main pillars guiding my career.

Despite acknowledging that some have a natural talent to teach, I believe that the best instructors and mentors are those who inform themselves about pedagogical methods and who are constantly seeking knowledge. With this in mind, I have done different pieces of work to improve my teaching skills, in special through the DELTA Program. The DELTA Program supports teaching and mentoring and is committed to promoting effective teaching practices for diverse students.

In this portfolio, you will be presented with some of my teaching experiences, in particular when I worked as a teaching assistant and participated in the DELTA Program. Here, I present my teaching philosophy and some teaching artifacts I have developed, my mentoring philosophy, and my diversity statement.

I welcome you to read about my experiences!

MY TEACHING PHILOSOPHY

I believe that education is the most important tool we have to make the world a better place. This is why I am dedicated to teaching in different contexts, such as lecturing, mentoring students, and engaging in outreach activities. I believe that good teaching occurs when 1) students are encouraged to be active in their own learning process, 2) diversity is respected and celebrated, and 3) the instructors are continuously learning.

Active Learning

Learn is more effective when we engage with the content, think about it critically, and integrate different pieces of evidence into meaningful information. The best way to accomplish this is through active learning. Active learning occurs when the students not only acquire information from the instructor but also when they produce knowledge by completing activities. I promote active learning for my students by giving different formative (i.e., activities to monitor students' learning) and summative assessments (i.e., tests to evaluate students' learning), organizing discussions in the classroom, and by inviting students to solve real-world problems in their activities.

Learning Through Diversity

I believe that idiosyncrasy should be celebrated in the classroom. When each person brings their own experiences, worldview, attitudes, and skills to the team, our knowledge expands. It is thought diversity that we learn to question our previous beliefs, work on our arguments, and develop new ideas. In my classroom, I foster diversity by promoting an inclusive and welcoming classroom where students of all backgrounds (including, but not limited to, educational background, ability, age, gender, sexual orientation, race, ethnicity, religion, and socioeconomic) are respected and equally valued. I do my best to engage all students by incorporating different perspectives in my teaching and adapting my material to attend diverse students. Besides working on my interaction with my students, I also promote learning through diversity by organizing activities where students can interact and become involved in experience exchange.

Continuous Learning

I believe that the best instructors are those who are constantly deepening their knowledge about the content they teach and working to improve their own teaching skills. I commit to learning continuously by keeping my knowledge up-to-date and practicing teaching as research. Teaching as research is an approach of evidence-based teaching. In this process, besides teaching specific topics according to methods supported by the literature, I keep testing my own teaching. I accomplish this by assessing how much knowledge my students' acquired after my teaching practice. I also rely on my students' feedback to reflect on and evaluate my teaching, seeking personal improvement.

TEACHING ARTIFACTS

To show my commitment to teaching, I have selected three of my teaching artifacts:

1 My Delta Internship

2 An written assignment I have developed for a class

3 The feedback I have received from students when I worked as a teaching assistant

These artifacts are presented in the following pages. First, I will introduce the artifacts with my reflections about it. Then, I will show the artifacts in more detail.

DELTA INTERNSHIP

Pursuing my personal development as an instructor, I participated in the DELTA Internship in Fall/2019. DELTA is a UW-Madison program dedicated to promoting effective and inclusive teaching through teaching as research, learning thought diversity, and development of learning communities.   For my internship, I guest lectured in a large class of intermediate level at UW-Madison. I developed my lecture using teaching as research and had to learn communities and learning through diversity as my focus. In this process, I had help from my adviser, Dr. Edward Hubbard, and from the DELTA team.

In my teaching plan, the intended outcomes were that students from diverse backgrounds would learn about numerical cognition. I used some specific teaching strategies, such as working to establish a personal connection with students, use technology in the classroom, use diagrams, and visual representations, promote the application of knowledge, and use formative assessments.

To assess students learning, students were invited to complete a pre-test questionnaire with questions about numerical cognition, including questions about students' knowledge and attitudes associated with this topic. Throughout the class, students completed the same questions related to their knowledge about numerical cognition that was in the pre-test. After class, students were invited to complete a questionnaire with the same questions about their attitudes towards numerical cognition and to give feedback about the class.

Although I was very excited about teaching, I was also feeling very anxious. But it was getting better as I kept going. The posttest helped me to assess what worked and what did not work in the class. In the posttest, some students mentioned that they wanted the class to go at a slower pace and that their favorite part was to watch and discuss the videos and to answer the posttest questions.

The comparison between pre and posttest showed that students improved a lot their knowledge about numerical cognition after the lecture, but that there was no difference in their attitudes about the importance of knowing about the brain for the math classroom, or knowing about numerical cognition to understand better the brain.

This was my very first time learning about and implementing teaching as research. It was a great way of understanding what worked and what did not work for my students, and to help me improve next time. Although it was more laborious, it was worth it, and I plan to use teaching as research in all my next lectures. The backward design was also very helpful, once I identified my learning goals initially and aligned assessments to them.

Details of my DELTA Internship are presented in the next pages.

EDUCATIONAL CHALLENGES

Teach numerical cognition to a class composed of students of diverse backgrounds (i.e., majors)

Teach about the numerical brain to students with an education major

Teach about mathematics education to students from neuroscience

CONTEXT

EdPsych 326: Mind, Brain and Education

Students from biology, psychology, and education

Big lecture

110 Students

Intermediate level: sophomore +

110 Students

TEACHING STUDENTS FROM DIVERSE BACKGROUND

To teach numerical cognition to students from diverse backgrounds, I used a pedagogical model designed to help students to incorporate research findings into practice. This method has been indicated as adequate to teach diverse audiences, following six main steps (Hardiman, 2012):

1 Establish personal connections between the content and students

2 Promote modifications in the physical environment

3 Use diagrams and visual representations

4 Promote mastery of content, skills, and concepts

5 Promote the application of knowledge

6 Evaluate learning and give prompt feedback.

TEACHING-AS-RESEARCH QUESTION

How will students enrolled in EdPsych 326 benefit from the principles above when learning about numerical cognition?

METHOD

A pre/posttest design was used. Students answered a survey before and after the lecture via Qualtrics. During class, students answered the same questions via TopHat.

Pre (n=47) — Before class
Post (n=82) — During class
Post (n=21) — After class
Time course
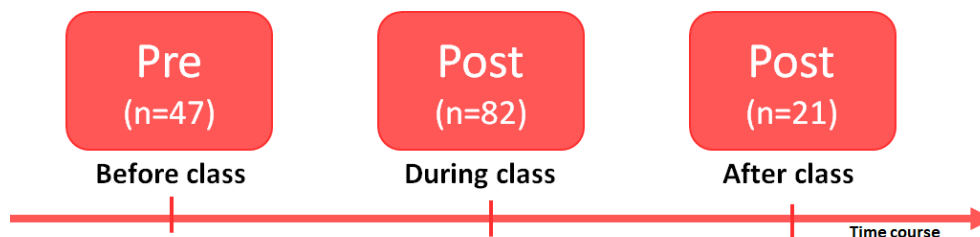
The quantitative analyses were run with data from only those students who completed the pre-test and in-class post-test. The qualitative analysis was run with only students that completed all test sessions.

Click here to see questions I used in pre/posttest

RESULTS

Learning goal: "Students will be able to identify the ANS"
In the pre-test, students were still confused about the definition of the Approximate Number System (ANS). Most students indicated either that the ANS is an exact system or that they did not know how to define this system. After my lecture, in the post-test, all students were able to accurately define the ANS, except for some missing data.
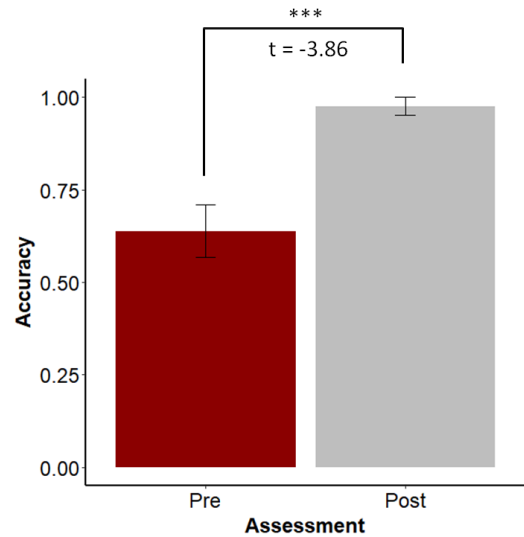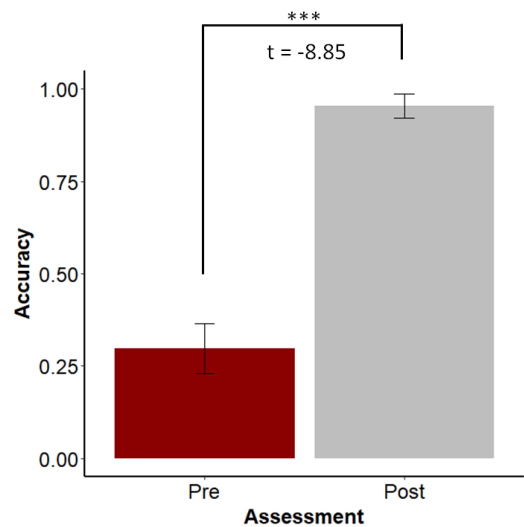
Learning goal: "Students will be able to identify brain regions associated with mathematics"
In the pre-test, students were not able to identify brain regions associated with mathematics. Most students reported they did not know which areas of the brain were associated with number processing. After my lecture, most students were able to identify the intraparietal sulcus and the frontal regions of the brain as important to math cognition.
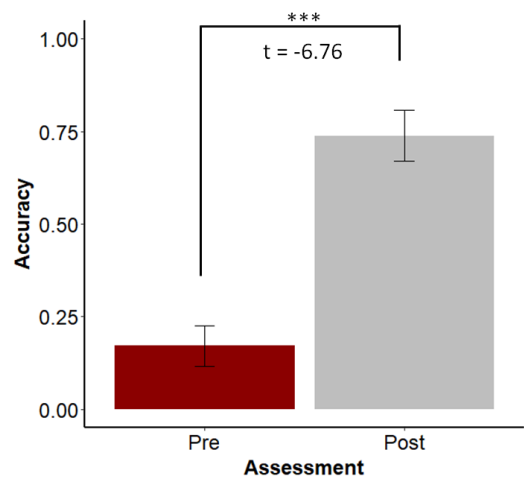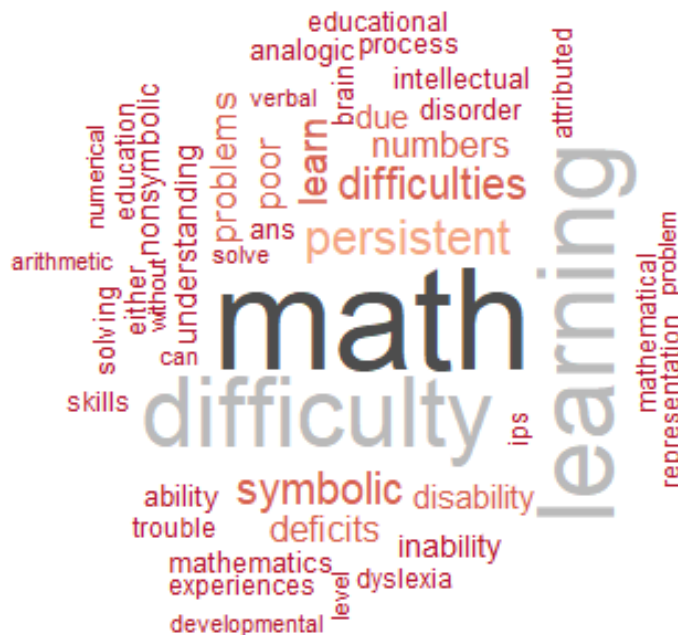
Learning goal: "Students will be able to identify how learning mathematics changes the brain"
In the pre-test, students were not able to identify how different regions of the brain are associated with different levels of mathematics mastery. After my lecture, most students were able to identify this developmental shift.

RESULTS

Learning goal: "Students will be able to define developmental dyscalculia"
In the pre-test, students were not able to define "developmental dyscalculia". However, after my lecture, most students were able to define "developmental dyscalculia" as a persistent math learning difficulty. Furthermore, students were able to give details about neural and behavioral deficits associated with this learning disability, such as deficits in the intraparietal sulcus (IPS), difficulties in processing nonsymbolic and symbolic numerical magnitudes and solving arithmetic problems, besides the high comorbidity with dyslexia.

CONCLUSION

Overall, students' knowledge of numerical cognition improved after my lecture. They got better informed about neurocognitive systems that serve as a foundation for mathematics knowledge, the parts of the brain associated with numerical cognition, and the main characteristics of the math learning disability: developmental dyscalculia.

I would love to teach the same class again using different pedagogical tools to see whether the same outcomes would be met. Furthermore, I would love to work more on my time management and promoting group work when teaching this lecture.

WRITTEN-ASSIGNMENT

EdPsych326: Mind, Brain, and Education is an intermediate-level class, composed of students with a diverse background: biology, psychology, and education. In the Spring of 2020, we had 93 students in this course: 33% juniors, 25% sophomore, 23% seniors, and 19% with another status (e.g., freshman, visiting students). In the middle of the semester, right before the second exam, this course adopted the online-format due to COVID-19. In the online format of EdPsych326, the exams were replaced by weekly quizzes and essays. The current assignment was developed as a written assignment for the online class.

As an instructor, my main goal with this assignment was to promote critical thought in my students, such that they could question—not only in this assignment but also in their academic path—information that has been taken as true by folk psychology. Furthermore, as an instructor, I do my best to make my students find alternatives to common-sense information, focus on the implications of the theories discussed in class to practice, and engage deeply with the information presented to them. This assignment was designed to make students link theory and practice, contrast different scientific hypotheses, integrate neuroscience and education, and communicate scientific information to non-experts. This is aligned not only with the broad learning goals of this course but also with my personal interests as an instructor.

In the current assignment, students were presented with an email, and their job was to answer this email discussing information from the class. They had a non-expert teacher who believes in a neuromyth as their audience. When I developed this assignment, I have attempted to address some aspects that are indicative of a good written-assignment: dismantling previous knowledge to promote critical thinking, giving clear information about the purpose of the assignment and its audience, and aligning the rubric with the assignment. The email was chosen because it is a format the students will use regardless of the path they take, and it might be more connected to a real-life experience. For the evaluation criteria, my goal was to align it with the learning goals of the assignment and add more value to students' ideas rather than grammar or low-level aspects of their essay.

The course context was also considered. All students enrolled in EdPysch326 would be familiar with the e-mail format. The topic chosen addresses a famous neuromyth in education and requires the integration of knowledge from psychology, neuroscience, and education. Despite being familiar with the topic discussed in this assignment, students would have to go beyond their background knowledge to address relevant aspects coming from other disciplines. In this case, this assignment would also promote interdisciplinarity.

Details of this written assignment are presented in the next pages.

Overview

What is your learning style? Most people have a clear answer to this question, with visual, verbal, and kinesthetic being among the most commonly reported learning styles (Massa & Mayer, 2006). Some authors have suggested that learning styles could be used to improve education (Sternberg et al., 2008). This theory, known as the Meshing Hypothesis (Pashler et al., 2008), proposes that learning is more efficient when a teacher presents information in the favorite modality of the students. For example, a student with a visual learning style would benefit from instruction based on visual information, composed of elements such as graphs and figures.

Recently, it has been shown that the Meshing Hypothesis has no scientific evidence (Pashler et al., 2008; Kraemer et al., 2009; 2014; Williams, 2008). This hypothesis is now known as a neuromyth. However, it is still very popular among teachers and professors. It has been shown that the Meshing Hypothesis is the most popular neuromyth among teachers in the UK and Netherlands. The Meshing Hypothesis is also popular among college professors. In a study in the UK, 65% of college professors reported using strategies to accommodate learning styles in their classes (Newton & Miah, 2017).

In this assignment, which is worth 10 points, you will communicate your knowledge about the Meshing Hypothesis with an educator. The main goal is that you communicate evidence against the Meshing Hypothesis in a clear way to a person who is not familiar with psychology and neuroscience research. You should show and discuss the evidence in a polite way, and give alternatives to the Meshing Hypothesis.

Learning Goals

The main learning goal of this assignment is to integrate different evidence regarding learning styles and their implications for the classroom and to communicate this knowledge clearly with an audience that is not expert in the field. More specifically, by completing this assignment, it is expected that you will be able to:

- Compare different hypotheses about learning styles
- Recognize and criticize a highly diffused neuromyth
- Formulate suggestions for alternative learning strategies that might be valuable
- Communicate concepts you have learned in Mind, Brain, and Education with an audience of non-experts

Instructions:

You are a well-known educational psychology professor. An elementary-school teacher sent you this email yesterday:

"Dear Professor,

I am an Elementary School teacher at Lincoln Elementary School. I did an activity in class this week, and most of my students turned out to be visual learners! I am very excited to prepare my classes according to their learning styles in order to help them achieve the most in school. I know that graphs, tables, diagrams, and power-point presentations are tools I should use. However, I was wondering if you have more tips I could use? I am especially confused about good strategies to help them with our English and Literature projects.

I look forward to hearing from you soon!

With gratitude,
Ms. Smith."

You should answer this email politely, showing that there is no current scientific evidence supporting the Meshing Hypothesis. You should provide examples of evidence against the Meshing Hypothesis and suggest alternative strategies that could be used in the classroom.

Genre Expectations

In your assignment, it is important that you embrace the scenario from the prompt. Thus, your paper should have the format of an email. You should write as if you were an expert answering Ms. Smith's question

Rubric

You can find below the rubric that will be used to grade this assignment. The assignment is worth a total of 10 points, which are distributed in the following way:

Criteria	Weak	Average	Strong
Genre	The paper is not written according to the genre. For example, the student wrote one brief paragraph instead of a full email. (0 points)	The genre expectations are met but important parts are missing. For example, student answers Ms. Smith, but does not address her in the beginning of the email. (0.5 point)	The genre expectations are fully met, and all the important components of an email are present. (1 point)
Quality of Writing and Proofreading	Numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication. (0 points)	Some grammatical, spelling or punctuation errors that distract the reader. (0.5 point)	Largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. (1 point)
Respect towards the reader	The email does not inform the reader and there is evidence of disrespect for the reader's viewpoints. (0 points)	The email only partially informs the reader or there is some evidence of disrespect for the reader's viewpoints. (0.5 point)	The email fully informs the reader and there is no evidence of disrespect for the reader's viewpoints. (1 point)
Meshing Hypothesis	The Meshing Hypothesis is not presented and refuted in the email. (0 points)	The Meshing Hypothesis is presented but not refuted in the email. (1 point)	The Meshing Hypothesis is presented and refuted in the email. (2 points)
Evidence against the Meshing Hypothesis	Evidence against the Meshing Hypothesis is not presented in the email. (0 points)	Evidence against the Meshing Hypothesis is only vaguely presented and discussed (1 point)	Evidence against the Meshing Hypothesis is fully presented and discussed (2 point)
Alternative strategies for the classroom	Alternative strategies for the classroom are not presented in the email. (0 points)	Alternative strategies for the classroom are only vaguely presented and discussed. (0 points)	Alternative strategies for the classroom are fully presented and discussed (2 point)
APA citation	The email shows little or no evidence that readings were completed or understood. (0 points)	Sources are discussed but not explicitly cited or not cited in the APA format (1 point)	Sources are explicitly cited in the APA format (1 point)

STUDENTS' FEEDBACK

I value feedback as a tool to inform myself about how I am meeting my students' needs. More importantly, I see negative feedback as an opportunity to recognize my weakness and find places to work and grow. Working as a teaching assistant in Fall/2019 and Spring/2020, I had received anonymous written feedback from my students in the middle of the semester, right after I guest lectured, and at the end of the semester. Furthermore, at the end of the semester, students completed a survey about my performance. They were presented with sentences and asked to rate them on a Likert Scale.

Regarding my guest lectures, the feedback from my students was overall positive, both in the Fall and the Spring semester. Some students indicated that I was knowledgeable of the content and that I was enthusiastic about the topic I was teaching, as mentioned by one student: "I appreciate enthusiasm about the topic. I get excited about what I'm learning when my teacher is excited".

However, in the Fall, some students indicated that my slides had more figures than text, which made it harder for them to follow the lecture. For example, one student suggested that I should "have more descriptions on the slides instead of all graphs or pictures". I considered students' feedback when giving my lecture in the Spring, and some students acknowledged my slides as a positive part of the lecture: "Your slides were so beautiful. I especially appreciated the slides that had four images that described a concept.".

Regarding my overall performance as a teaching assistant, my students' written feedback was encouraging. Students from Fall/2019 indicated that I was available to help and that I made the class a safe and welcoming environment. However, some of them indicated that I could give more timely feedback.

In Spring/2020, due to COVID-19, our classes adopted the virtual format. Therefore, I had less in-person contact with my students. Yet, they also gave me encouraging feedback. Students indicated that I was available to help and that I made a good job transitioning to the virtual format. According to one student: "During the COVID-19 transition, I was paranoid about missing an assignment, but Isabella put me at ease. I communicated through Canvas with her regarding any question I had and she would answer in a timely manner. Not to mention, she is so kind, wishing health on her students and their families. I feel she graded discussion posts fast and gave appropriate feedback to be used in later discussion post".

I really care for my students and getting positive feedback made me believe I am going in the right direction in making my class a welcoming environment. However, I will keep working on making my slides even more accessible to my students. In the future, I hope to keep informing myself about my students' needs and improving my teaching skills through their feedback.

**More details of my students' feedback are presented in the next pages.**

At the end Fall/2019 and Spring/2020, my students from EdPsych326 completed a survey assessing my performance as a teaching assistant. Students were asked to rate some sentences on a Likert Scale going from 5 (Strongly Agree) to 0 (Not Applicable). In Fall/2019, the average score students gave me was 4.27. In Spring/2020, the score given to me by my students was slightly greater, 4.41. As shown in the graphs below, students from Fall/2019 indicated that I was enthusiastic about teaching (M = 4.53, SD = 0.55), and students from Spring/2020 indicated the I was knowledgeable of the course material (M = 4.64, SD = 0.53).

FALL/2019

"The teaching assistant was enthusiastic about teaching."

SPRING/2020

"The teaching assistant was knowledgeable about the course material."
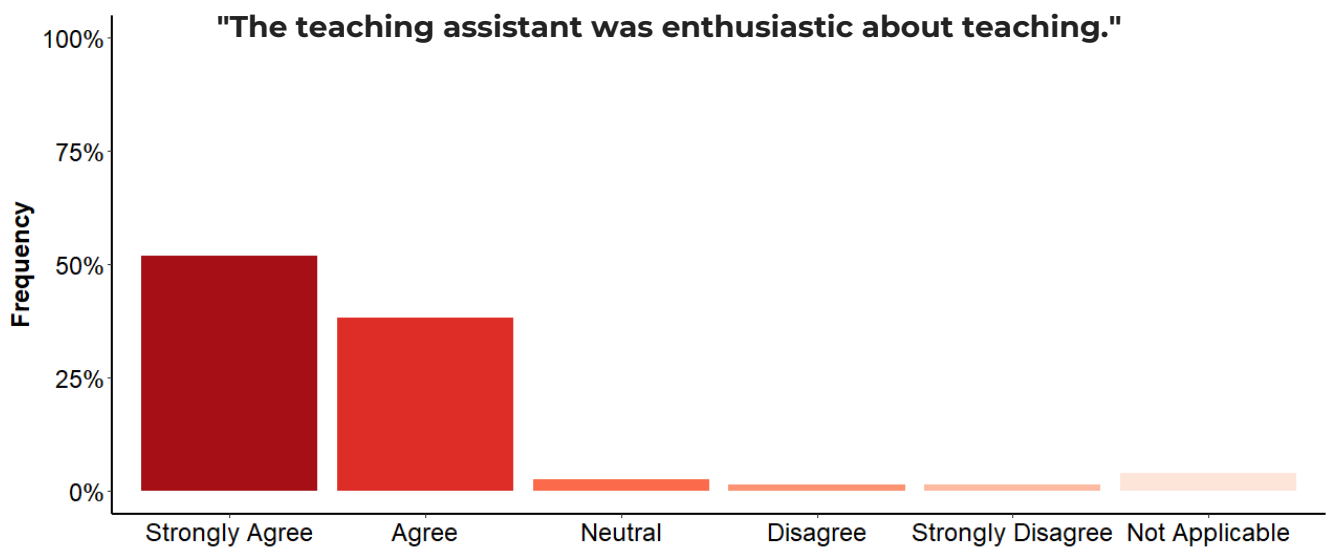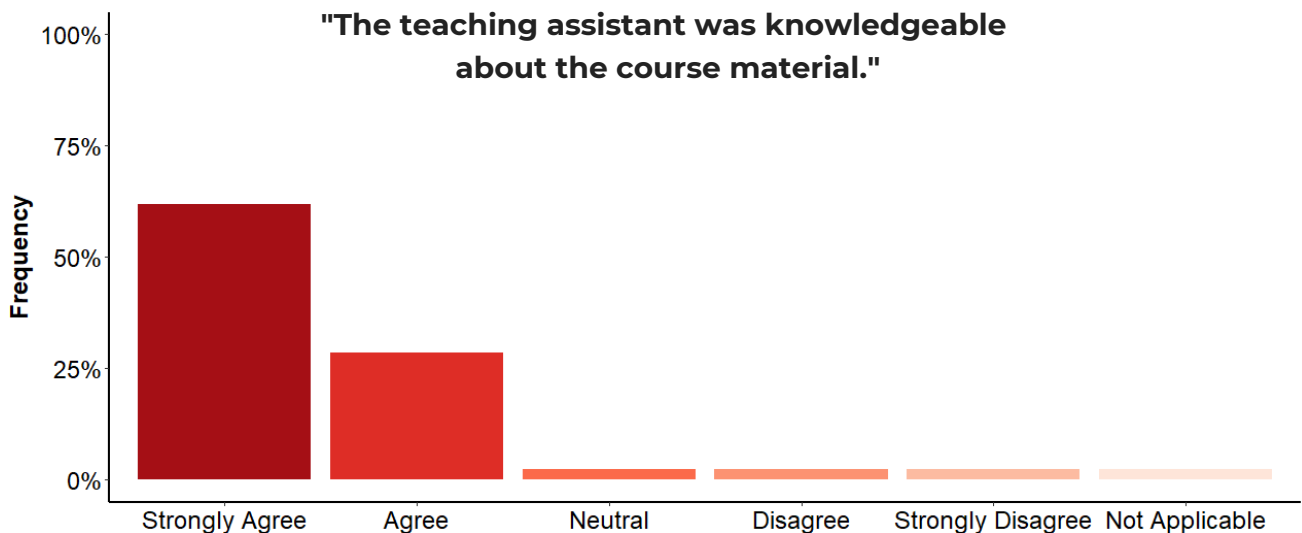
According to my students from Fall/2019, my greatest weakness was in returning assignments promptly and with useful feedback (M = 3.90, SD = 1.10). However, my score in this same domain was better in Spring/2020 (M = 4.31, SD = 0.82), suggesting that I have improved.

FALL/2019

"The teaching assistant returned assignments and exams promptly with useful feedback."

SPRING/2020

"The teaching assistant returned assignments and exams promptly with useful feedback."

Summary of students' written feedback from the Fall 2019 Semester. Overall, students liked my review sessions and thought they were helpful. Students also thought I was knowledgeable of the course material and passionate about it.

Summary of students' written feedback from the Spring 2020 Semester. Overall, students indicated that was helpful and open to answering questions, knowledgeable about the course material and good at providing feedback. Students also indicated that I was available to help whenever they needed it.

MY MENTORING PHILOSOPHY

My mentoring philosophy is structured into five main pillars: Communication, Autonomy, Respect, Engagement, and Care. I believe that a good mentor-mentee relationship is key to a healthy working environment and, consequently, for success in research. As a mentor, I support a horizontal relationship (i.e., characterized by democracy, equality, and reciprocity) between me as a mentor and my mentees.

Communication
To me, communication is the foundation of a good mentor-mentee relationship. In addition to the communication of research and scheduling meetings, I also believe in communication to express our expectations, goals, and emotions. I believe that a safe space, where open communication is valued, can tie social relationships in the lab and positively impact the mental health and the productivity of both the mentee and the mentor.

Autonomy
I believe that diversity should be valued and celebrated in a lab through autonomy. As a mentor, I support my students to trace their own paths, even if their final goal is far from academia. Each student should have the autonomy to develop their own project in the lab (from designing an experiment to publishing it) and to organize their working hours to achieve a healthy work-life balance. I also encourage my students to share their knowledge with everyone in the lab and to train new lab members.

Respect
I believe that communication and autonomy cannot exist in a lab without a mutual respect between the mentor and the mentee. As a mentor, I respect my students' decisions and goals, their time, and their background. All students, regardless of their age, gender, sexual orientation, race, nationality, social-economic status, and religious beliefs, are equally valued. Furthermore, my students' difficulties are taken as a learning opportunity, and not as a weakness. Besides respecting my students, I expect that they respect me by working with professionalism and integrity.

Engagement
With good communication, autonomy, and respect, the lab environment is attractive enough to promote students' motivation and engagement. I expect my students to participate in the lab activities, dedicate their time to the lab, and promote good research. On the other hand, as a mentor, I am engaged in my students' projects and in helping them to achieve their goals.

Care
Finally, as a mentor, I care about my students. I am supportive of their work-life balance, their mental health, and their academic goals. I will always support my students by writing recommendation letters and reference forms for jobs in and out of academia, and by giving them constructive feedback on their work.

Mentee: _____

Mentor: _____

Principal Investigator: _____

Welcome! Thank you for joining our lab! We hope that participating in the lab activities will help you reach your goals and make your experience as a student more complete.

In this document, you will find information about what is expected from you and what you should expect from the lab. Please, read this contract carefully and let me know if you have any questions.

Attendance

- It is expected that you attend all lab and group meetings. Absence will be excused if the meetings occur at the same time as one of your classes or in cases previously discussed with the PI.
- You should add your hours at the document called "RA hours", on our shared drive.

2 credits	**90 hours/semester**	**6 hours/week**
3 credits	**135 hours/semester**	**9 hours/week**
4 credits	**180 hours/semester**	**112 hours/week**

- If you have a research session scheduled, attendance is mandatory. In case you are unable to show up, you should communicate with your team and see if someone can cover for you. If no one can cover for you, it is your responsibility to cancel the session and reschedule.

Security

- You should complete the following trainings in order to interact with our research participants:
  - CITI: https://my.gradsch.wisc.edu/citi/index.php
  - Mandated Reporter: http://wcwpds.wisc.edu/mandatedreporter/
  - HIPAA: https://compliance.wisc.edu/hipaa/training/
- Remember to keep privacy and confidentiality when working with our participants
- All consent forms should be labeled in pen to protect our participants' identity
- After the participant signs the consent form, the document might be kept in a locked cabinet
- Always log off computers and lock the doors after leaving the lab

Professionalism and Integrity
- When working with participants, a dress code might be adopted. You can wear casual clothes, but make sure they don't look unprofessional or offensive – use your best judgment!
- If you are not working with participants, feel free to dress in a way you are more comfortable with
- If you are presenting at a conference or science fair, we expect you to dress business casual
- Stay organized
- Keep the lab areas clean
- Complete the tasks by the given deadline
- Academic integrity is expected of you. This means that fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are not tolerated in this lab

Harassment
- Harassment of any kind is not tolerated in this lab. Including but not limited to sexual, racial, or physical. We value an environment where everyone feels safe
- No type of prejudice is tolerated in this lab
- Everyone is welcome regardless of gender, sexual orientation, race, religion, country of origin, etc

Communication
- Respond to emails promptly (within ____ hours)
- In general, communication between the lab members and research teams occurs through email
- The preferred communication method between you and your mentor is:
____ one-on-one meetings
____ e-mail
____ phone
____ text messages

Assessment
- The topics presented above will be part of your assessment in the lab
- Your mentor will discuss your progress with you three times in the semester. You will also give feedback to the mentor

MENTOR-MENTEE CONTRACT

Benefits
By joining this lab, you can expect training on:
- designing a research project
- recruiting participants
- running sessions with children and adults
- creating a database
- analyzing data
- sharing the results as a poster, a presentation, or a paper

Support from the lab
Besides support on the research, the lab will support you on:
- Recommendation letters
- Reference forms for jobs application
- Feedback on papers, presentations, etc.

Individual benefit
Your mentor and your PI will do the best to help you achieve your goals! Please, discuss with your mentor your main goals in the lab, and list them here:

Mentee's Signature

_____ Date _____

Mentor's Signature

_____ Date _____

PI's Signature

_____Date _____

MY DIVERSITY STATEMENT

My commitment to inclusive and equitable education is grounded in my personal experience. As a child, I studied in a highly diverse school. Having peers with different backgrounds and worldviews showed me how much we can learn and grow when diversity is celebrated. Importantly, the school I attended was a reference educational center for deaf and blind students. Interacting with my peers with visual and hearing impairments showed me that education should and could be more inclusive. Ever since I have been interested in promoting more equitable education tools, the reason why I have pursued training in Educational Psychology and had done research with children and adults with learning disabilities, genetic syndromes, and low socioeconomic status.

I do my best to incorporate diversity into my classroom. To me, this starts with active listening. Diversity comes to the classroom in different ways and can only be addressed when we, the instructors, hear our students with empathy. I am open to hearing my students and informing myself about their necessities. I also believe that diversity should be celebrated in the classroom by the development of learning communities. To promote a community in my classroom, I introduce myself to my students, tell them about my background, and show interest in knowing them by their names (asking them to teach me how to pronounce their names correctly), and referring to them using their preferred pronouns. Furthermore, I encourage my students to communicate with their peers and share their worldview with the classroom by promoting discussions and group work.

I also focus on diversity when preparing my course. I make sure to include different theories when teaching a topic and focus on representation by showing the work of a diverse body of researchers (including but not limited to researches from different genders, races, and ethnic groups). Besides, I promote an inclusive classroom with small acts that can have a strong impact, such as making my material visually adapted to different needs using large fonts, high contrasts, and figures in my slides, describing figures when I teach, and including subtitles when using videos. When working on my syllabus, I inform my students about the requirements of the class, the learning goals, and how the activities will be graded. Finally, I also prioritize books and papers that are available for free at the University.

Besides considering diversity in the classroom, I am also motivated to improve diversity in science. As a mentor, I will embrace students from different backgrounds as mentees. My goal is to develop a welcoming and inclusive research environment and to help minority students to thrive in academia.

In conclusion, I am committed to promoting diversity both as an instructor and as a mentor. I am open to hear my students and to do my best to adapt my teaching to their necessities.

FINAL REFLECTION

In this portfolio, I have presented some values that guide my teaching and some of my teaching experiences. I believe that teaching is an important component of academia and that we can always improve our teaching skills to better assist our students' needs. Therefore, I keep informing myself not only about the content I am teaching and teaching tools but also about my students' needs, in special by practicing teaching as research.

In the classroom, I believe that learning is more effective when students are active and when they have the opportunity to learn from diversity and build a community. I believe that diversity should be celebrated as an opportunity to learn new worldviews and distinct, creative ways to solve problems. The classroom should and can be a safe and welcoming environment, where the students are free to fully express themselves.

In my teaching experience, I have guest lectured and worked as a teaching assistant, conducting review sessions, and assisting my students in their final project for our class. In my guest lectures, I have implemented teaching as research, and have observed that my students' knowledge about the topic I was teaching improved after my lecture. I have also developed materials, such as a written assignment for my students. Finally, I have also received feedback from my students. Whereas many students gave me positive feedback, some students indicated that my slides should have more words. I will keep working on my teaching materials in the future to address this constructive feedback.

In this portfolio, I have also presented my mentoring philosophy. I have five main pillars guiding my mentoring: communicating with my students, promoting their autonomy, having mutual respect, promoting engagement, and caring for my students. I am also committed to diversity, both as an instructor and as a mentor. I welcome students from different backgrounds and I hope to help them succeed in their career goals.

As shown in this portfolio, I value teaching and I have been working on my teaching skills. I hope to keep learning more to better attend my students.

Please, do not hesitate to contact me in case you have any questions or comments about this portfolio.

Isabella