I believe in the transformative power of education and its ability to empower individuals and communities, particularly in the field of social work, and I am committed to not let the cryptic and abstract side of quantitative methods get in the way of the passion for learning. My teaching philosophy is centered around fostering an inclusive and supportive learning environment that promotes critical thinking, collaboration, and the application of quantitative methods as means to unveil the passions that guide the paths of my students.

One of my primary goals as an educator is to equip students with the knowledge, skills, and statistical foundations necessary to navigate the complexities of social work research and practice. I aim to create a classroom environment that encourages active engagement, where students feel comfortable expressing their thoughts, asking questions, and participating in discussions. By fostering a culture of open dialogue and respect, I strive to develop a safe space in and outside the classroom for my students and mentees to explore diverse perspectives, challenge assumptions, and expand their understanding of social, family and personal phenomena through numbers and words.

In my teaching approach, I integrate theoretical foundations with real-world applications to bridge the gap between theory and practice. Drawing from my experience as postmodern mental health counselor, project manager and senior data analyst for three NIH-funded projects, I incorporate practical examples and hands-on case studies to illustrate the relevance of research and data analysis to informing evidence-based interventions. By emphasizing the connection between research, practice, and policy, I aim to promote in my students a strong appreciation for quantitative data analysis and its potential to drive positive change in their own fields of specialization. I constantly plan lectures to include peer-reviewed publications that can illustrate the methods or theory we are addressing.

I continuously motivate students to develop a working understanding of inferential statistics. Through a range of exercises, I build on the mathematical foundations of hypothesis tests to walk students through the logic behind quantitative analysis, as for me, it is better to develop a working understanding than just reciting formulae or programming into a black box.

Understanding that students may have varying levels of prior statistical knowledge, I am dedicated to meeting learners where they are in their quantitative journey, provide the necessary support in and outside the classroom as well as incorporating curricular adaptations if needed, even accommodations for students who are blind or visually impaired. I even wrote an R package that can be used by blind or visually impaired students that is compatible with the JAWS screen reader. In the classroom, I employ diverse teaching methods, including step-by-step pen and paper examples, asynchronous video tutorials and practical applications, to cater to different learning styles and ensure a working understanding of statistical concepts. I also provide resources and opportunities for extra practice and credit to support the individual learning needs of students.

Teaching has been the center pillar of my professional life and is something I thoroughly enjoy and feel passionate about. My first formal job was teaching English and

then working as head of the psychology and learning department in an elementary school in Mexico City. Three years later, I began my Ph.D. and moved to teach in the psychology undergraduate program at Universidad Iberoamericana where I taught five practicum courses in a two-year span. I have also taught two graduate courses: Research methods in the M.S. in Community Counseling program at Universidad Iberoamericana, and Quantitative Data Analysis II in the Ph.D. program in Social Work at the University of Texas at Austin. I have also been invited to teach and train students, faculty and staff in quantitative methods such as exploratory and confirmatory factor analyses, structural equation modeling, hierarchical linear modeling, measurement invariance, and Bayesian estimation as part of certificates and research programs offered by universities in Mexico and the U.S. In all cases, my students evaluated my courses above average on course evaluations, and I received the highest available marks twice when teaching graduate school cohorts.

Regardless, my personal measure of teaching effectiveness is witnessing the academic and personal growth of my students. I experience profound joy and fulfillment witnessing the development of their quantitative analysis skills and helping them decipher and ponder about the appropriateness of different statistical techniques and interpretation of results in the context of social work. As an educator, I am dedicated to continuous learning and growth. I am committed to staying updated with the latest and emerging methodologies, and best practices in quantitative methods, and sharing these applications with students, mentees and collaborators. By embracing innovation and incorporating technology into my teaching, I strive to create dynamic and interactive learning experiences that resonate with students.

I am passionate about sharing what I know, as this empowers students through inclusive and transformative education. Through an emphasis on critical thinking, collaboration, and the application of quantitative data analysis to basic, applied or the development of evidence-based practices, I aim to equip students with the tools they need to excel in their field of research and make meaningful contributions to science. I am excited about the opportunity to join forces with students and contribute to their mission of promoting social justice and striving for excellence in social work research.

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