

- **My teaching develops from the cultural moment we are in and the reality of the students' cultural context:** Despite their potential to lead the world in creative and innovative pedagogy, university classrooms are still not fully harnessing the current technologies to create interactive and student-centered learning environments. This is particularly critical given the characteristics of our current Gen Z students. Since I started teaching at Villanova, I have sought to advance active learning technological platforms in my courses and across campus. My goal when developing and implementing these educational technologies is to facilitate and maximize the learning experience of every student. For example, in my first semester teaching at Villanova, I co-led with Prof. Gang Feng the pilot program of Top Hat active-learning platform. Since then, I have been an ambassador for Top Hat across the University, helping other colleagues use it in their courses and sharing my positive experience with this platform to increase student engagement and participation. I am thrilled to know that we currently have more than 75 courses and 1300 students using Top Hat at Villanova. Furthermore, last Fall 2021 semester, I led a new Pilot program with Kritik, a peer-to-peer learning and evaluation platform that helps students to develop critical thinking skills according to Bloom's Taxonomy. Both the feedback received from the students and my experience have been very positive, so we are now exploring possibilities to expand its usage on campus as we did with Top Hat.
- **I care about my students as vulnerable, growing young adults:** Educational scholars have emphasized that students are more motivated and willing to learn when their instructors care about them. I work to build their confidence in me and the Caritas mission I represent. I key into moments to acknowledge and support them when they express that they are challenged, for these moments of challenge are often critical moments of important growth.

In summary, teaching is central to my role as a teacher-scholar at Villanova. It can be challenging to balance exceptional efforts toward students with the scientific and funding pursuits that guide me as a researcher. Yet guiding students to learn, grow, and become independent thinkers remains the most appealing part of my role as a Villanovan and my support of Villanova's Augustinian mission.