Teaching Statement

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I have been teaching at university level for more than ten years now. I started at the University of Buenos Aires (UBA), continued at Columbia University (CU), later the Australian National University (ANU), and finally at the Munich Center for Mathematical Philosophy (MCMP). I have taught a wide variety of Philosophy classes as well as technical courses. Furthermore, the past three years I also focused on supervision.

Teaching Experience

My teaching experience began at the University of Buenos Aires as a *Symbolic Logic* instructor (Prof: Eduardo Barrio), while being one of the initial members of the Buenos Aires Logic Group.

At the start of the PhD program at Columbia University (CU), I tutored for classes like *Methods and Problems* (Prof. David Albert) and *Philosophy of Science* (Prof. Daniel Cloud), and I also taught a *Symbolic Logic* course as the main instructor. During my last two years at Columbia I was selected as an Instructor to teach *Contemporary Civilization* (CC). This is a competitive position that only a few graduate students get to teach, since CC is the most important undergraduate class at Columbia University. This one-year course is central to the university's program and identity, because every student in the college has to take it. The course covers the great books and ideas of the Western canon, ranging from Plato, the Hebrew Bible to early modern thinkers like Descartes and Hobbes, to XXth century scholars of race and gender like Du Bois and MacKinnon. Teaching it for two years substantially cemented my philosophical acumen. Furthermore, since students come from different majors, they were variously interested in the material. To cope with this, I was attentive to their interests. For example, in order to discuss censorship in *Republic*, we discussed EU internet regulations. Reflection led students to understand how comedy (in the form of cynical memes) can be detrimental for character building and society, while still be an important exercise of freedom of expression.

A separate yet very informative experience has been my involvement with the outreach program *Rethink*. The project won the 2015 American Philosophical Association *Prize* for Excellence and Innovation in Philosophy Programs. It is a group based in New York City that aims to promote philosophical engagement outside of traditional academic contexts. I was one of the co-founders and for two years I lead a cohort of around ten volunteers. We organized philosophical discussion sections with different at risk populations. This experience forced me to face important pedagogical challenges. For example, court-involved youth often have limited educational background, and they have a delicate relation with authority. Furthermore, the subtleties of group and class dynamics

are of crucial importance, because unhealthy conflict can spark easily. Besides teaching skills and content, I believe the labor of a proper teacher sometimes involves dealing with psychological and sociological elements like the ones just mentioned.

During my research fellowship at the Australian National University (ANU) I taught *Philosophy of Mind*. This is significant because the subject matter has a long and famous tradition at the university, because issues around the mind relate to issues in the Philosophy of AI, and because for the first time I was in charge of a class with more than one hundred students.

At the MCMP I have been teaching courses of my own design in the *Philosophy of AI*, *Philosophy of Technology*, *Philosophy of Data Science*, and *Philosophy of Natural Language Processing*. This semester I am also teaching *Central Topics in Philosophy of Science*, which presents a Bayesian approach to general PhilSci, and it is one of the required class for students enrolled at the MCMP's Master's program.

Teaching Approach

Before teaching each class I set myself certain goals regarding what I want the students to get out of it, both in terms of content and in terms of skills, and I adjust my methodologies and approach depending on those goals. For example, technical classes require well structured lessons with exercises so that the skills are learned. More research oriented graduate level classes are usually guided by central questions that are hard to answer, and the goal is to help students learn how to do research. Philosophy bachelor level classes should help students learn some material, but also develop writing and speaking skills that enable them to articulate their thoughts more clearly. Finally, it is important to be reasonably attentive to students learning profiles, difficulties, and in general responsiveness to the course. Furthermore, an ideal course is also *inspiring*; I once had a student write "Courses like this one are what make university worthwhile for me." I am happy to provide student evaluations to support the quality of my teaching.

Supervision

The past few years I have been doing student supervision, as it is an important part of the discipline. At CU I supervised Nicholas Gauthier, who was later accepted into a prestigious BPhil program at the University of Oxford and is thinking in pursuing a PhD. At ANU, I fulfilled a mentoring role with Ritsaart Riemann, a graduate student at Macquarie University, and I help supervise Charles Evans (ANU Computer Science bachelor), in collaboration with Prof. Sylvie Thiebaux. At the MCMP, I am supervising two BA students, two MA students, and I am helping supervise Lilian von Bressensdorf (PhD). Many of my interdisciplinary projects require a team of many individuals with diverse skills (mathematics, coding, humanities), and these experiences have been important for my professional development as a research manager.