I love teaching, both because I genuinely enjoy my interactions with students, and because teaching presents unique synergies with my academic interests. Broadly, my training as a developmental psychologist positions me to understand and promote human growth. More specifically, my research asks how youth in different contexts develop ideas and how they use those ideas to navigate conflicts and forge ethical commitments. To this end, I have studied the varied cognitive, emotional, social, and cultural processes that undergird how people grapple with diverse types of knowledge and how they create new knowledge. Thus, my academic work gives me a unique perspective on the challenges and opportunities that teaching affords at different levels.

In my view, one of the most intriguing aspects of undergraduate education is how we move students beyond a narrow sense of learning (or knowing) a set of ideas within a discipline into wrestling with the meaning and relevance of those ideas. For this to happen, teaching has to engage students in what I think of as "identity work", that is, it has to spur them to discover how those disciplinary contents might be pertinent to their lives, and how they can use them, or apply them, in the real world. From this perspective, lectures, discussions, and assignments are much more than conveyors of knowledge— they are means to hook students into making new ideas and possibilities their own. For many years, longstanding staffing constraints in the developmental area had limited my teaching opportunities to a small number of classes, which I taught continuously. Since my last TFR, new faculty hires afforded me the opportunity to pursue a few new teaching ventures. In the last 5 years, I developed two new undergraduate Honors classes, one on moral development and one on forms of social justice advocacy. In addition, I spearheaded the development of an undergraduate interdisciplinary certificate on human rights advocacy that involved multiple colleges and afforded me the opportunity to develop two additional classes, an advocacy internship class and a class on advocacy skills. Each of these newly developed classes were designed to go well beyond the teaching of contents or skills, to guide undergraduate students in their exploration of the contours of their own identities vis-à-vis concepts and constructs of moral development theory and praxis.

Graduate teaching presents, in my view, somewhat different challenges. By virtue of having entered a graduate program, graduate students have already begun embracing a discipline as part of their identity; the demand placed on them at this stage is to develop their own ideas and make fresh contributions to the discipline. But what does it mean to "develop one's own ideas", and how do we usher students through this process? I believe students' capacity to make original contributions rests directly on their constructing an in-depth understanding of disciplinary contents along with a critical perspective on those contents. In my graduate seminars, which are characterized by a heavy reading load and an exacting demand for continued and informed participation, I strive to guide students to collaboratively tackle difficult contents and evaluate the relative merits of competing scientific assumptions and methods. A distinct challenge in these discussions is to get students to recognize the difference between arriving at considered evaluations and merely expressing subjective opinions—a problem that permeates everyday discourse, but is uniquely problematic when the goal is to develop expertise. In addition, graduate students typically come with a history of having been "good students"

in college, which means that they generally "knew stuff". But the transition from consuming knowledge into creating new knowledge can be difficult: indeed, it has to be difficult. Not understanding, hesitating, and feeling confused are markers of the cognitive disequilibrium that precedes fresh insights. This often creates an additional challenge during discussions, as students are taken aback by the experience of not knowing, and many feel distraught. I try to honor this in my seminars—moments of not knowing are acknowledged and acceptable, as are long silences while students consider and reflect—and we discuss these issues explicitly, so students become aware of the meta-process of constructing new understandings.

Finally, I think of mentoring as another frontier of teaching, and have always taken pride and great pleasure in supporting my graduate and postdoctoral students' transition into becoming independent teachers and researchers. In recent years, I broadened my mentoring activities on two planes. First, my own growing research on the effects of war and political violence on youth in Latin America alerted me to the unique needs that academic communities in many Latin American countries were experiencing post-conflict—needs related not only to a pervasive lack of funding, but also to the subtle effects that a history of totalitarian regimes has on academic institutions. Thus I have spent part of my last sabbatical and a number of summers in Argentina, Chile, and Colombia, doing both formal and informal teaching. Part of it involved sharing current perspectives on theories and methods, but also important were informal interactions that interrogated hierarchical and authoritarian views of academia—for example, that the senior team member would automatically be a first, or sole, author on a collaborative project. Although these efforts have served to facilitate my collaborative research in these countries, through these efforts I have also come to think of the nurturing of a community of young teachers and scholars as a way to further extend the reach of my teaching by contributing to the building of higher education capacities in other places. Second, my new role as director of the Psychology program at the Utah Asia Campus afforded me the opportunity to educate the UAC administration and mentor the UAC faculty to recognize the importance of two critical tools in the teaching of Psychology as a science, namely students' direct experience with psychological research and their involvement in pre-professional internships; in my view, both these tools have the potential for spurring important identity-work among students. To this end, I have helped faculty in the UAC campus to develop active research labs where students can experience themselves as the producers of psychological research and I have helped create the necessary mechanisms for these experiences to be counted as part of the faculty teaching load. More recently, we begun developing a rigorous psychology internship program, so that students can gain first-hand experience in both clinical and corporate contexts of psychology as a profession.

As I hope is evident, the common thread in my teaching philosophy is to support people in grappling with knowledge in the service of their unique needs—whether it is students who are learning to make sense of a new discipline or to make fresh contributions to it, young scholars trying to rebuild educational institutions in post-war conditions, or a growing campus develop the tools for supporting student and faculty growth.