

My teaching philosophy has been shaped by more than 15 years of experience teaching in different countries, with students from diverse socioeconomic backgrounds and education levels. In addition to having been a TA for numerous courses both in Latin America and Canada, I designed and taught courses, served as a methodological advisor, and supervised graduate students. My strong commitment to teaching, learning, and promoting student engagement is based on a deep appreciation on how these actions positively shape my scholarship and the academic community.

Learning transcends the sum of content knowledge and skills. These building blocks are crucial elements of the learning-teaching process; however, how we connect and articulate those elements is the foundation of transformative thinking and action. My approach is to create a teaching environment centred on students' experiences and aspirations, allowing students to examine how these elements connect to the content and skills required to address global environmental health challenges. This strategy has two goals. First, elucidating the connection between the course material and the student's perspective of the world is a source of motivation. Guiding students to reflect on the linkages between global health issues and their individual and collective backgrounds, creates a long-lasting relationship with the content and skills beyond the requirements of the course. Second, the health geography and the global environmental health fields draw on a wide range of skills and topics and is evolving to understand the multiple connections and scales driving planetary health issues. Thus, learning should develop students' abilities to critically appraise connections between different themes, skills, and disciplines as well as their positionality toward those elements.

I will bring to my educator role my international experiences that allow me to teach a diverse student body while adapting to the changing needs of the planetary health and medical geography field. I have demonstrated my ability to identify gaps in students' skills and creatively address these issues through innovative programs. For example, while assisting with fieldwork in the Peruvian Andes during my undergraduate training, I noticed gaps in students' practical and social skills when working with community members. Thus, I led the design, secured funding from the Department, and facilitated training to peer students in such areas. These courses included hands-on activities to develop a range of practical skills, including best practices for collecting data, risk management procedures, wilderness first aid, and culturally sensitive and ethical research practices. After graduating, this student-led training program continued for ten years and became a "rite of passage" for anthropology students preparing for fieldwork. This early involvement in leading diverse educational activities to address gaps while promoting awareness of principles to work with communities shaped my vision as an educator.

As a researcher at Universidad de Antioquia (UdeA), despite holding a position without teaching requirements, I actively looked for educational opportunities, which led to a collaboration to co-design and teach an innovative course on social sciences for engineering students. The UdeA is a public university where most students come from low- and middle-income households, with a large proportion from rural areas. This contrasted with my previous teaching experience at private institutions in Bogotá. My time at UdeA strengthened my appreciation for learning from the positionality of each student. I reinforced my appreciation for respectful and safe environments for learning with classes comprised of students from diverse backgrounds. I also sought to translate this approach to the wider community, facilitating interactions where students reflected on the positive and negative impacts of development projects on the well-being of local communities.

At Universidad El Bosque, I worked as a methodological advisor, and designed and facilitated research methods workshops, including GIS courses, to faculty and students interested in public and environmental health. Moreover, I designed and instructed courses on mixed methods research for Master's

students in Occupational Health and Nursing schools, which I continue teaching remotely. These Master's degrees are targeted at healthcare professionals from all over Colombia who study part-time in a hybrid and flexible format. My teaching evolved through this experience, as I had to expand my strategies to promote students' engagement in formats that I was unfamiliar with at the time: online-learning and intensive in-person modules. Given the diversity of the students' backgrounds and the range of public health challenges across the country, I administered pre-course surveys to students to adapt the classes to include examples and activities that resonated with their experiences, and identity unmet needs. Using a student-centred approach, I also supervised three Master's students, motivating a constant reflection on their positionality and how it connects to the research process, the rigour of the analysis, and the interpretation of the study results.

During my PhD, I was a TA in the School of Population and Public Health courses of Global Health and Human Security as well as Environmental Health. Based on my experience as an international student in South Africa and Canada and my global health work in high-income and LMICs, I created an engaging and respectful learning environment. Thus, students from different walks of life felt that the content and skills at the core of the global and environmental health practice were connected to their personal and professional perspectives. I led this process by example, bringing to the dialogue my positionality as a Latin American scholar. For example, in the Environmental Health course for undergraduate students, I built on the work of previous instructors and teaching assistants to adapt weekly seminars and workshops to a large audience of more than 50 students. These activities ranged from small-group stakeholder role-playing to individual exposure assessment exercises. I brought motivating current global examples to encourage students to reflect on specific ways these issues connect with their lives in the Global North. This approach resonated with students, as illustrated in a course evaluation: *"Federico's strong point was his ability to in[sic] presenting material in ways that students could engage and participate with easily. His seminars were always fun to attend and made it an enjoyable overall learning experience. You could tell he is passionate about the topic of environmental justice and sustainability, and incorporated his culture in effective ways to present the material as well"*. Beyond courses, as a Planetary Health Emergent Scholar I supported and led mentorship programs at the Planetary Health Alliance meetings and joined the Education Brainstorm Group that established the "Cross-cutting principles for planetary health Education".

As an educator I draw on my experiences in Latin America, Africa, and North America to provide students with the foundations to navigate the multi-level intricacies of planetary health threats from an environmental justice and decolonial lens. In particular, I aim to foster an environment of inclusivity and humility in the discussions and reflections on health equity issues. In addition to discussing these principles with students to promote a respectful and open dialogue that represents the diversity of students, I design courses to reflect these principles. For example, my syllabi includes LMICs perspectives, not only as illustrative case studies, but to amplify the voices of scholars and movements that contributed to conceptualizing health geography and planetary health research and have been at the forefront of improving community health. My scholarship is informed by the Latin American Salud Colectiva movement and Indigenous scholars working in global environmental health, and embraces an expanded focus on the social determinants of health and structural drivers of health disparities. Moreover, I include guest lectures from the Global South and serve as a bridge to create new international partnerships and exchanges with universities in LMICs.