

Statement of Teaching Interests

Instructing the next generation of scientists and engineers has been one of the most energizing, rewarding, and important experiences of my young career. I view teaching as much more than a simple recitation of past work. It is an active, continuous exchange of information between the instructor and the class. My students challenge me to be my best, as I challenge them to put forth their best work. In every class my students have expressed interest in working with me in the future and consider me to be one of the most effective instructors they have ever had. The excellent reaction to my teaching style has been quantified by student evaluations that are well above Department averages. This reception could not be more encouraging. It is one of the many reasons I approach this duty with great enthusiasm.

My teaching style is one of leading by example. I expect that the effort I put into a class will be reciprocated by students. In this regard, I am proud of the plentiful preparation I provide my students, who always have an abundance of lecture notes, sample tests, assignments, and solutions to prepare from. My teaching philosophy is not one of providing extra credit or curves. Rather, I constantly engage my class to receive feedback of their progress. For the most part, exam grades are not a surprise – I do all I can to anticipate the performance of a class and address shortcomings prior to evaluation. When students see that a teacher knows their name and recalls their progress they are more likely to succeed in a class. I maintain a high-energy, engaging style of teaching.

Context is an important component of my teaching philosophy. Within a class I find it is always helpful to frame the importance of the individual concepts that are being communicated within the larger objectives of the course. Computer science and computer engineering are fields that progress quickly. I regularly share the latest relevant articles and industry developments with my classes, providing an even broader perspective. Context is also important in the overall academic career of the student. A class does not exist in isolation. It draws from previous material and often is a prerequisite for future classes. I construct the curriculum of my classes in a way that maximizes the applications of previously-learned concepts while ensuring that students will be well-prepared for subsequent classes.

I have had a variety of teaching experiences. At Florida Atlantic University I have taught medium-size upper division undergraduate classes three times. Previously, as a Teaching Assistant at the University of Florida I led multiple lab/discussion sections for a large undergraduate class for two semesters. Both are different environments and require different approaches to instruction. However, the outcome has always been positive. I have learned from each unique teaching situation I have encountered and my interest in instruction has only grown as a result.

My teaching experience includes:

- Instructor for “Introduction to Data Communications”, a senior-level technical elective at Florida Atlantic University (Spring 2007). I am responsible for all class activities.

- Instructor for “Introduction to Microprocessor Systems”, a required junior-level class at Florida Atlantic University (Fall 2005, Fall 2006). I was responsible for all class activities.
- Teaching assistant for “Navigating the Internet”, a junior-level elective at the University of Florida (Fall 2002, Spring 2003). My responsibilities included leading weekly lab sections, meeting with students during regular office hours, assistance with creating exams and projects, and grading.
- Teaching assistant for Florida Atlantic University’s Engineering Scholars Program, a summer program for talented high school students (Summer 2002, Summer 2003).

My teaching interests are broad. I enjoy teaching large introductory-level for new students as much as I look forward to more focused classes. Additionally, I am interested in other teaching-related activities. For example, in 2006 I had the opportunity to coach nine students in the *ACM International Collegiate Programming Competition* for the first time. It was exciting to work with such motivated students outside the classroom to help them prepare for the contest. I hope to have the opportunity to participate in similar activities in the future.