

#=> portfolio.links.and.summary

I equip students with fierce skills in [data wrangling](#), machine learning, stats, and [systems thinking](#).

Currently, I teach foundational computer science topics ranging from machine and assembly to C++ as part of [MSCS.3070](#) ([patt/patel](#)), [IT.304](#) system design and [MSCS.3050](#) software engineering. Additionally, I conduct weekly content and fact assessments of advanced K-12 AI curriculum with scientific literature for [Dr. Bartolf](#), VP Curriculum at [QuantHub](#).

My expertise includes industrial [re-engineering](#), theoretical system design, Python and R programming, and STEM communication. I'm grateful for my Syracuse University data science professors who provided quality theoretical knowledge and practical skills to perform pipeline machine learning and authoring courses like [Data Mining](#) <[syllabus.pdf](#)><[course.github](#)> and [Get Started with Python](#) at Google.

My pedagogical approach is anchored in mnemonics and interactive JAMs, fostering active student collaboration using Colab, Google Sheets, and GitHub. My >7.pillars.of.python initiative democratizes access to programming essential tools and data transformation with pillars like [data.objects](#)³, [functions](#)⁴, [iterators](#)⁵, [libraries](#)⁶, and [transformers](#)⁷. The framework encourages students to employ information science ontology principles to process, interpret, and reshape information. Skill-building emphasizes cognitive flexibility, so students pack, unpack, and adaptively integrate new pypi.org library tools. I emphasize the trait of adaptiveness to help ensure ongoing learning and viability.

#=> who.survives?

I deeply value each classroom learning experience because our Lacanian REAL is skill replacement by large language models (LLMs) and generative pretrained transformers (GPTs). In 2023, a study by [Eloundou, Manning, Mishkin, and Rock](#) (p.1,3) found that 80% of the US workforce have at least 10% of their work tasks affected by LLMs and 19% of all jobs having 50% skill replacement exposure. According to [Manning](#) et al., in 2022, GPTs generated functional code 28.8% of the time. It's a fantastic opportunity for struggling coders and neuro-diverse learners to build deep coding skills with AI assistance. I assist by emphasizing sustainable skills and the necessity of continuous skilling.

#=> what's.happening? -> course.ai.agents

To help student mnemonics at crucial moments, I'm tooling GPT AI agents to

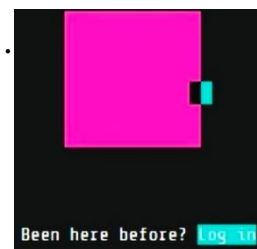
1. Convert lecture audio to text; integrating into a class corpus repository.
2. Synthesize disparities across audio, lecture notes, and textbooks using GPT APIs.
3. Email lecture summary and disparity index.
4. Aggregate and feed repository media to AI agent for student interactive learning.

[instructor.home](#)
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industrial.reengineering recommendations research.experience	code editing & tech.write tutor.an.volunteer
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[google.learning.lab.Get.Started.w.Python](#)

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roobar:~/ hoganbrian$ cat journal.txt
```

Success! You've managed to infiltrate Commander Lambda's evil organization, and finally earned yourself an entry-level position as a Minion on their space station. From here, you just might be able to subvert Commander Lambda's plans to use the LAMBCHOP doomsday device to destroy Bunny Planet. Problem is, Minions are the lowest of the low in the Lambda hierarchy. Better buck up and get working, or you'll never make it to the top...

p.s. I love [Lex Fridman](#) podcasts and harvesting their text for a Lex computer literacy ai assistant.