Philosophy and Approach to Teaching

I care most about whether my students are learning. It matters a little to me what they learn, be it a solid metaphor for voltage in physics or a good programming practice in computer science. But what matters most to me is whether they are learning, thinking about what they are learning, and continually developing and changing their theory of the subject matter.

This philosophy realizes itself in physics as a tendency to ask exploratory questions, mostly about abstractions and metaphors (probably because that's what *I* find interesting). In computer science, it realizes itself as a tendency to ask questions about efficiency: what can you do to eliminate some repetitive code, to make something easier to modify, etc. I dig deeper and spend more time with a student when the student is either already excited about the subject (must encourage that) or when I get the feeling that a student is trying to traverse the path of least resistance to get a particular grade and then shutting of his brain.