Experience

I enjoy teaching both undergraduates and graduate students. I care deeply about teaching, and based on student evaluations I have been successful. Most recently, I assisted in teaching two classes at the University of Michigan School of Information in our professional masters degree program. I received consistently high ratings from students (4.55, 4.77, 4.64, 4.75, all out of 5.0); details about the evaluations are below.

This spring I will be teaching two undergraduate classes at Michigan State University: In one class , I teach practical project management skills to undergraduates. For this class, I am continuing a partnership with the State of Michigan Department of Information Technology to have teams of students gain practical experience by working on real projects along with professional project managers. I will also be teaching a class on server-side web development.

In Fall of 2007, I was invited by the University's *Center for Research on Learning and Teaching (CRLT)* to lead a workshop during their orientation for new Graduate Student Instructors that covers issues in teaching fellow graduate students. I was asked to return to lead that same session of the orientation in Winter 2008 and Fall 2008.

In addition, I have experience as a research mentor. I recently mentored an undergraduate student in a summer *Research Experiences for Undergraduates* program who worked with me on my dissertation research. I also have been mentoring doctoral students at MSU, including one doing an independent study research project with me in the Spring.

Interests

I am interested in teaching about how technology and social behavior combine to form valuable systems. This involves teaching classes on technology, such as web programming and UI design. It includes teaching classes on social behavior, such as classes on information economics, or theories of motivation and behavior. It also, of course, involves teaching classes at this interesting intersection of technology and behavior: social computing/social media, media effects, incentives in social computing, CSCW, etc. I also have experience teaching classes related to practicing these skills, such as project management.

I spend a lot of effort thinking about research methods, and how different methods lead to different types of knowledge generation and knowledge dissemination. I would enjoy teaching research methods classes, such as quantitative methods, qualitative methods, and statistics. Also, I have a strong background in computer security and would be happy to teach classes on security technologies, information security, and cryptography.

Philosophy

Teaching is a lot more than standing in front of a room and talking about what you know. What matters is the outcome: can your students can usefully incorporate the course material into their lives? My experiences have led me to four main principles that drive my teaching: 1) use class material to solve meaningful, realistic problems; 2) respect

differences among students; 3) focus work into small groups, and 4) be enthusiastic and accessible, but have high expectations.

First, both my experiences as a student and as a teacher have taught me that students learn better if they "learn by doing." Students absorb material more quickly and thoroughly when they apply the material to solve interesting, realistic problems. I use numerous practical problems in class examples, exercises, homeworks, and projects. I usually organize the class material around how it can be used to solve practical problems that students are likely to encounter.

Second, I have found that it is often the differences among students that provide the best learning opportunities, for both me and the students. I strive to learn about my students backgrounds and motivations for taking the course. I then use that knowledge to tailor examples, exercises, and assignments. By focusing on students' backgrounds and interests, I encourage them to think critically about how the class material can be applied to problems they find interesting. I also recognize that not all students learn in the same way; some students learn best using visuals, others only absorb material presented in a theoretical context. I seek to teach the material in multiple, different ways so that everyone has the opportunity to learn.

The instructor should not be the only channel through which students learn. I frequently find that students learn more, and better, from each other than they do from the instructor or the textbook. To facilitate students learning from each other, I strongly encourage students to work together. I provide time in every class for large group discussions. I work to provide small group in-class exercises. I encourage collaborating on homework assignments. And I have found that the material that students learn best is usually learned through small group class projects.

My teaching experiences have also taught me that my attitude toward the class is critical to student learning. Displaying enthusiasm for the class material is one of the best techniques to encourage student participation and attention; likewise, showing disdain for the class very quickly leads to student apathy. I also feel that being accessible to the students through after-class conversations, office hours, and outside-of-class meetings is one of the best ways to improve learning. Rarely does only one student struggle with material; by learning from the few students that do approach me, I can often improve the instruction for the whole class. I try to set high expectations for my students; students often strive to live up to instructor expectations and often feel honored and proud when they meet particularly high expectations.

Finally, I recognize that my teaching is not perfect. I continually search for new techniques, approaches, and technologies to improve my teaching. I have already tried a number of different lecture formats: PowerPoint slides, whiteboard examples, socratic-style questioning, and student-run examples. I also have used a number of classroom-support technologies such as class wikis, blogs, online content management systems (Sakai), and email discussion lists. Not all of my classroom experiments succeed — the class wiki I used suffered from a lack of meaningful participation after the second week, despite being required — but I learn from all of them how to be a better instructor.

Evaluations

Winter 2006 — *SI 502 Choice and Uncertainty* (All reviews out of 5.0)

	Section 1	Section 2
Overall, the GSI was an excellent teacher	4.64*	4.75*
The GSI had a thorough knowledge of the subject	4.71*	4.88*
The GSI was willing to meet and help students outside of class	4.97*	4.57
Students felt comfortable asking questions	4.87*	4.96*
Students difficulty with the material was recognized	4.71*	4.50*

* In the top quartile University-wide for this question

Fall 2006 — *SI 540 Understanding Networked Computing* (All reviews out of 5.0)

	Section 1	Section 2
Overall, the GSI was an excellent teacher	4.55**	4.77**
The GSI had a thorough knowledge of the subject	4.84**	4.93**
The GSI was willing to meet and help students outside of class	4.75**	4.56**
Students felt comfortable asking questions	4.69	4.88*
Students difficulty with the material was recognized	4.43	4.2

* In the top quartile University-wide for this question
** Insufficient data to generate meaningful comparative statistics

GSI Teaching Orientation: Workshop on GSIs Teaching Graduate Students

4.3, 4.1, 4.2 out of 5.0 in Fall 07, Winter 08, and Fall 08 respectively.

GSI: Graduate Student Instructor. Michigan's name for a teaching assistant.