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## Teaching Statement

I teach mainly graduate and upper-level undergraduate classes, and I rarely used textbooks. Instead, readings and assignments come from the research literature. This makes for more work when the class is offered again, since the new state of the research community needs to be reflected in the readings. However, the process of consulting the research literature is as valuable a lesson for the students as the content of the readings themselves.

Knowing how to build information system infrastructure is best taught by building actual systems. I have always straddled the line between research and development. I have built many production digital libraries while employed at NASA and have consulted for many parties about how to build their information systems. I bring this same focus to the classroom: the classroom discussion is about theory, but the assignments illustrate the theory by building something concrete. I structure the assignments to build on each other, gradually offering more complexity and features. At the end of the semester, they are left with a highly functional system that can be used in their work or research. One of my students even made a modest amount of money transforming his class project into shareware.

Drawing from my work experience, I know that knowledge is useless if it cannot be conveyed to others. In all of my classes, I stress public speaking and working in teams. This is best demonstrated in my Peer-to-Peer class where students work in pairs to develop clients, but all the teams must work together to ensure a successful demonstration. I strive to make all my lectures interactive. I encourage questions, feedback and discussion – frequently from students who are unfamiliar with the Socratic method.