Teaching Statement
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I base my teaching philosophy on four principles: motivation, exploration, interaction, and measurement. Motivation is why we teach and helps create an environment for learning. Exploration encompasses both the method and flavor of my teaching. Interaction is the machine of learning as well as the result of team-building. Measurement is used to ensure our teaching efforts are successful.

The key to good teaching is to inspire a student to want knowledge. You can inspire in many ways but the most effective has been to motivate learning by encouraging the student’s own excitement in the area. My teaching philosophy is that while teaching, not only must I be knowledgeable and communicate clearly, but that I must do my best to motivate the students to be better learners.

Motivation can come in many ways, some more pleasant than others. For example, I have always found that instructors that are genuinely interested and excited about the subject matter they teach are always considered better instructors. To that end, in my lectures I try to provide context so that students will see the importance of the area and the direction of the course. I have found that by introducing context, students come away from the lecture with a far better grasp of the subject matter.

However, lectures are not always the most effective learning medium. The core of teaching is the interaction between the instructor and student and collaborative learning is often at the center of effective teaching. I like to engage students in conversation and encourage them to look beyond what we can cover in our courses. The learning process in the classroom can only encompass a limited amount. I like to provide resources to interested students that allow them to explore areas that they find especially interesting. I am a strong believer in positive encouragement and urge students to explore new areas.

Lectures are often easily forgotten without reinforcement. Studies have shown that reinforcement is the key to knowledge retention. My courses would be "hands-on" with a good deal of programming work. I prefer project work over homework as I believe that projects emphasize the context of the learning process.

Through my own experience, I know the value of computer-aided learning. However, technology in the classroom also has a dark side: distraction.
Technology should be used so far as it does not distract the students from the tasks at hand. I especially would like to combine research efforts with results in the classroom, if possible using the tools produced for research, during the learning process.

After several years working in industry consulting for organizations as varied the European Space Agency to the Italian highway system, I found that teamwork and communication were the keys to success. I see great value in producing excellent team workers and would encourage students through individual and team projects.

During my graduate studies, I was a teaching assistant for several courses teaching object-oriented design and principles of software engineering in both Java and C++. In these courses, I tried to provide a broader view to understanding the concepts of programming languages and software engineering. I have had several senior students tell me that our object-oriented project class was their favorite course during their degree program. Previously, I have been employed as tutor for computer science courses since high school, initially instructing other students in Basic and Pascal. I began a life-long love of teaching at that time.

I enjoy teaching and feel comfortable with students. I would like to teach a variety of courses from distributed systems to principles of computer science in addition to a senior level class in mobile systems and distributed programming. Other courses I would be happy to teach are compiler design, survey of programming languages, and operating systems as well as basic programming classes.

Over the years, my teaching philosophy has become the sum of the following four principles: motivation, exploration, interaction, and measurement. A professor must be motivated and also motivate students. I prefer to view teaching as a form of exploration for the student and often also the teacher. I find that interaction is a key to learning, teacher-student interaction and student-student interaction, in order to train effective computer scientists for the world of work and academia. As in any discipline, measurement is fundamental to ensure success. Overall, I have found that challenging instructors are preferred over easy ones. By expecting great work and respecting your students, a professor will be rewarded over and over.