Through a combination of task-based and project-based learning, my teaching philosophy emphasizes continuous qualitative and quantitative feedback throughout the semester.

I incorporate scaffolding to enhance the confidence of students and build specific modules that require teamwork to use analytical methods for finding practical solutions. Task-based and project-based learning allows me to inculcate a high level of interaction to create an environment where learning can happen through multiple channels. Above all, such an approach allows me to significantly engage students with the course content while simulating real-life engineering projects.

Most of my courses have a culminating group project that synthesizes student learning over the semester, and I provide every possible means and multiple resources to allow the students to be successful and meet course objectives.

The execution of my teaching philosophy involves meticulous planning for course design, evaluation of course pre-requisites, comprehension of required deliverables, review of the program outcomes and their relationship to the course, determination of assessment requirements, and the overall relationship of the course to other courses in the program.

I make every effort to stretch student learning outside the classroom by encouraging students to participate in student-led organizations or research projects.

I consider student advising and mentoring to be key components of teaching.