

A Brief Teaching Statement

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I inherited a passion for teaching from my father, who taught middle school and high school English and literature. What he gave me was not a love for teaching *per se* but rather a profound love and respect for the learning process. His mantra has always been that confusion is good. I now find myself saying the very same thing to my students: “if you were not confused, you would not be learning anything.” True skill in teaching, much like in research, is the ability to ask the right questions. This enables students to take ownership of the learning process and allows the instructor to determine the most suitable approach for a particular situation, each involving a unique student cohort and different learning objectives. My teaching style is modeled after my favorite instructors who were, above all, enthusiastic. They primarily used the blackboard, which mandated a certain connectedness to students in time and space. While I am prepared to evolve technologically and dispose of the blackboards, I will always view real-time interaction as an essential part of engineering education.