TEACHING STATEMENT · *Patrick Gage Kelley*

I have wanted to be a teacher since I was a child, making up worksheets and forcing them on my friends as we played after school. Both my parents are teachers: my mother taught fourth grade for decades until she retired and my father still teaches business at a local community college.

I have sought out teaching wherever I could. During my undergraduate work at the Rochester Institute of Technology (RIT), I co-taught a class with Professor Jessica Lieberman in the English Department called City as Text. This course, run through the RIT Honors Program, had students "read" architecture, archived newspapers, the farmer's market, public transportation, restaurant menus—that is, the city itself—as piece of literature. The goal was to understand the context and structure of place as one would in a novel, and to teach a more critical way of thinking about place.

At Carnegie Mellon, I have been a teaching assistant for both of my co-advisors, Drs. Cranor and Sadeh. With Dr. Cranor, I taught Privacy Policy, Law, and Technology, a course that explores the legal and policy landscape around information privacy in the digital era. I helped select readings, graded paper summaries and other homeworks, and advised students in developing and completing their final projects. With Dr. Sadeh, I taught Mobile Commerce, Privacy and Security, which documents the historical rise of mobile phone technologies and e-commerce, and the accompanying privacy and security hurdles and ramifications. I conducted course lectures, graded assignments, advised students in developing mobile applications, and wrote and graded exams. I have also been invited as a guest lecturer in several other HCI- and privacy-related courses.

Outside of privacy, I have maintained a strong connection to the art and design community at Carnegie Mellon. I have worked closely with Professor Golan Levin and the STUDIO for Creative Inquiry at the School of Art, assisting with his ART && CODE workshops and other STUDIO-hosted artist lectures and workshops. I have served several times as a course assistant at workshops, helping the instructors with whatever they need in short 1-2 hour tutorials on a specific programming language, framework, or set of tools.

I was also able to TA Levin's course in Interactive Art and Computational Design in spring 2010, which we are offering together again in spring 2012. This course is open to a broad range of students, from undergraduates to Ph.D. students in fields such as computer science, art, design, architecture, HCI, and a variety of master's programs. As the TA, I conducted lectures—specifically leading the information visualization sequence—led discussions, and mentored students in their projects throughout the semester. This mentorship involved not just helping students find the right tools and assisting them with programming, but more importantly developing their own artistic practice and voice, leading them to ask the right questions in their investigations and design rewarding experiences.

Finally, I have also developed a student-taught course with another Ph.D. student, Greg Hanneman, on collegiate journalism. The course provides a survey of various college newspapers and magazines around the country and focuses on the process of creating a campus publication. Students are exposed to the entire publication process, including: generating and choosing topics, finding sources, conducting an interview, structuring articles, managing editing schedules, layout, and using social media and online content.

I believe the above courses highlight my strong interest in teaching, and also my ability to teach on a broad range of topics. I believe teaching is a vitally important part of being a professor, and continue to seek to improve my teaching skills. I have gone above and beyond the teaching requirements as defined at Carnegie Mellon because I believe that the more I teach, develop lectures, mentor students, and am involved in the classroom on a regular basis, the more successful I will be as a professor. No matter what the topic, whether literature, computer science, policy, HCI, or journalism, I argue that the most important role of a professor is to teach students to think critically, to learn to intelligently question what they learn, and to pique their innate curiosity in any subject matter. I greatly look forward to teaching at your university.

PROPOSED COURSES

Undergraduate

Introduction to Programming

I have enjoyed working with artists, hobbyists, and designers as they first begin to program. I hope to continue teaching programming concepts to beginners in an approachable way. Leveraging Processing (as a way to ease into Java), I would hope that this course would be a way to bring computer science to a broader audience.

Introduction to HCI

HCI principles and methodologies are quickly becoming a core part of a computer science education. While seen as "softer" than many traditional parts of CS, I see this course as practical, project- and study-driven approach to understanding how users engage with technology.

Graduate/upper-level undergraduate

Privacy Policy, Law, and Technology

Based on Dr. Cranor's class mentioned above, this course would cover the state-of-the-art research in privacy technologies and where these technologies interact and clash with policy and law. Through my years of experience and solid network with privacy researchers this course would be a series of readings, and guest lectures, and would culminate in a final project on an area of privacy.

Mobile Application Development and Design

Throughout my time at Carnegie Mellon, I have been involved in a number of mobile applications, and as smartphones continue to become ubiquitous, courses that teach mobile development become an industry necessity. This course would focus not just on mobile development but on application conceptualization, design, testing, and marketing.

Information Visualization

Incorporating a long-held interest of mine, this course could be a reading seminar or an applied class. Students would be expected to understand the range of common visualizations, trends in large-scale data visualization, and how to create visualizations that are both aesthetically designed and usable.