> "For years I have told my students that I have been trying to train executives rather than clerks. The distinction between the two is parallel to the distinction previously made between understanding and knowledge... Knowledge must be assumed as given. But the vital thing is understanding. This requires possession of techniques that, fortunately, can be taught."
>
> Carroll Quigley. The Evolution of Civilizations. 2nd ed. 1979. p. 420

Teaching, according to Jacques Barzun, is "developing in students the habit of withstanding the bitterness of novelty" in adjusting to new concepts and guiding them through this journey to understanding. The philosophy behind my teaching technique is to show the direction and equip students with essential tools and techniques when assimilating new knowledge.

As an educator of developing minds, I dealt with a range of students' study levels: freshmen, sophomore, junior, and senior, balancing expectations with their individual capabilities and levels of preparedness. This required imagination in finding ways to best bring my life experiences into the context of my interactions with students.

Creating necessary training materials is about structuring an entire curriculum targeted at enhancing students' analytic capabilities, comprehending the science behind new concepts, and setting free their imagination. Individual classes within this prospectus create building blocks of consistency and connectedness of the themes covered at the undergraduate level: one building block or support feature at a time.

At the graduate student level, instruction involved more active collaboration and interaction in identifying challenges and finding solutions while investigating different approaches to traditional solutions. This level of interaction often involved a closer association with student efforts to grasp a better understanding of a problem or required guided assistance in helping them approach the problem from a different angle.

Today's delivery of content teaching takes on a new and technologically enlightened approach. Throughout my time as a university student, my professors did not use the Learning Management System (LMS) software tools common today (they did not exist). In 2015, I availed myself to take classes, seminars, read publications, and interact through one-on-one opportunities with associates to learn how to amplify my pedagogical acumen while using the LMS. I taught four to five undergraduate classes a semester, at least one of which was an online class.

I incorporated the LMS interface in each class I taught. As a college or university professor, I began formal preparations several months ahead of class launch. I prepared requisite background materials such as the syllabus and structured class expectations for attendance, assignments, quizzes, fieldwork, and examinations. Organizing the learning process, I shaped students' minds, ensuring they arrived in class with an immediate understanding of their path to successful course completion. With the organizational structure of the class in place, they were better equipped to understand how this course fit into their overall college undergraduate career.

The first assignment on day one: "what is the name you like to be called?" allowed me to establish an initial connection with each student. They could view a 7-minute video I made to introduce myself on the LMS class site, watching it at their leisure on their personal smartphone, tablet, laptop, or desktop. Thus, valuable class time was saved. The second assignment, made on day two, requested each student to introduce themselves to me. They submitted a one-page summary through the LMS as our 'community' association continued to evolve. In one class I taught for nine consecutive semesters, each hosting 100 students, engaged in this personal-level connection from class initiation. Keeping the energy

flow charged was enabled through the LMS, which I viewed as yet another success tool in my communication with each student.

When scoring tasks in the class, I addressed students by the name each preferred to be called, and I signed the scoring event with my name "Dr. Bill." As students made Discussion Board comments addressed to other students, they were directed to address them by their names, individually, and sign their comments, making the anonymous threads disappear. These ethics-compliant nuances of online behavior accentuated their professional maturation in the contemporary world of learning.

Based on the motto "from concrete to abstract," I used current concepts as recognizable solid rocks to build the bridge to the bigger cluster of ideas in their minds, which I found critical in the assimilation of new knowledge. I prepared lecture notes made available to students before the beginning of each lecture, matched with audio/visual materials such as 15 to 75-minute training videos I made, slide shows, handouts, and detailed written notes. Students were motivated to cope with the lecture's contents and to have a walk-away record of the topics discussed. Lectures supported with visual aids and written materials were intended to form a mental link for their independent work.

Often students were guided to moments of truth through discussions of the associated concepts. Getting them involved in the process of reasoning in class developed their vocabulary and ability to reason in a consistent and respectful manner. With the content becoming more complex and challenging, I transitioned to group work and take-home projects, culminating with presentations and discussions with conclusions made.

I encouraged students to "start with what they know" and then "identify what they wanted to know." Filling the gap between the two points became a creative process helping students to identify their most relevant problem-solving techniques.

While teaching undergraduate courses, I witnessed that student preparedness for the workforce of the 21st century mostly lacked widespread adoption of technological tools. They were mostly unaware of the free software made available to them and simultaneously unaware of how to use it. I started helping them with Microsoft Word to use Style Sheets, Citation Manager, Reference Manager, and formatting their secondary research papers into organized well-written profesional documents.

I presented on a YouTube channel called "Tech Tools for Learner Success" to demonstrate software use for student tasks. These tools included Microsoft Office Word, Excel, PowerPoint, and Access, plus other freeware programs such as Audacity and MySQL.

I demonstrated and gave examples to students on how to migrate their class presentations made in PowerPoint with their digitally mastered audio narration to YouTube videos. For this purpose, I created several videos on this platform, making all videos "Americans with Disabilities Act" (ADA) compliant. Further, these presentation video guides included why ADA Compliance is important as I demonstrated how each student could make their video productions compliant.

PowerPoint presentations with student-scripted audio, migrated to YouTube videos, proved to be an effective method of motivating students' participation. This engaging exposure to gaining new skills in their technological awareness became - in my experience as an educator - a measure of their very personal success and was recognized as such fun for them to accomplish. Most of my students welcomed this challenge and fully embraced the experience as a tangible reality of success, having overcome the challenges and extra work associated with the tasks.

After class grading was completed, I invited accomplished students to join "The Achievement Team" I created by having these former students write a letter of advice to future students in my classes. Their letters of recommendations and YouTube videos were displayed in the LMS portal of each class I taught.

The reputation of this cadre of achievers spread across campus, capturing the attention of students from other disciplines. My classes formed a catalyst of achievement attractive to students coming to college to learn new ways of thinking. This is where I strove to serve, as a catalyst of creativity and mental exploration.

When coming to my classes, international students were given the option to record the audio narration of their YouTube video term-report presentation in their native language while making subtitles in both their native tongue and English. They all took this challenge and made videos of their term reports as described. For each international student, it became a source of pride and a measure of personal accomplishment. "They got it."

This is my classroom: I take responsibility for my students' successes and failures. My students often called me their mentor, of which I was honored. Their path to success extended far beyond my portion of educational training being concluded. This made me think that, just like life itself, their education and with them, my education, were not points of destination, but roads traveled.

My students called me Dr. Bill.