

Teaching Philosophy

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Introduction

My teaching philosophy is grounded in the belief that students learn best by doing. In computing disciplines such as Web Application Development, Cloud Computing, and Cybersecurity, true understanding does not come from theory alone, but from direct engagement with systems, tools, and real-world problems. My primary goal as an educator is to prepare students for the realities of modern technology careers by providing them with authentic, hands-on learning experiences that build both technical competence and professional confidence.

A Learning Journey Rooted in Practice

My own path into technology began through hands-on exploration. I started learning web development in high school as a self-taught student, driven by curiosity and a desire to build functional systems. That early experience shaped how I approach teaching today. I came to the United States in 2007 as an international student. I started my academic journey at Edmonds College and decided to pursue formal education in Computer Science and later in Information Security and Digital Forensics. Throughout my academic journey, I consistently found that my deepest learning occurred when I could actively apply concepts rather than simply study them.

Even as a student at Edmonds College, I was drawn to mentoring others, particularly in web development and cybersecurity. Several of the students I supported went on to secure positions at major technology companies, reinforcing my belief that meaningful guidance combined with practical learning can profoundly shape student success. While working as a Digital Forensics Lab Manager at Edmonds College, I discovered how much I valued supporting students not only academically, but personally and professionally. It was during this time that I realized teaching was not simply something I enjoyed, but something I was called to pursue.

Hands-On Instruction as the Foundation of Learning

At the core of my teaching is a commitment to experiential learning. In my courses, students do not simply read about technologies, they build, deploy, analyze, and secure them. Whether students are developing web applications, configuring cloud environments, writing scripts, or analyzing security vulnerabilities, every concept is reinforced through direct application.

I intentionally design coursework that mirrors professional practice. Students work with realistic datasets, production-like systems, and industry-relevant tools so that they gain not only technical skill, but also confidence in navigating complex environments. This approach allows students to encounter real challenges such as troubleshooting failures, interpreting ambiguous results, and adapting to changing requirements within a supportive academic framework.

Hands-on instruction also fosters deeper engagement. When students see their code run, their applications deploy, or their systems function, learning becomes tangible and meaningful. This transforms abstract concepts into lived experience and strengthens retention, motivation, and professional readiness.

Bridging Development and Security

In today's technology landscape, development and security are inseparable. As both a cybersecurity professional and a CIS instructor, I intentionally integrate security principles into Web Application and Cloud Development coursework. Students learn not only how to build systems, but how to build them responsibly.

Security is presented not as a separate discipline, but as a fundamental design requirement. Students explore topics such as secure coding practices, authentication, access control, data protection, cloud security architecture, and vulnerability assessment as part of the development lifecycle. This integrated approach prepares students for a wide range of careers while instilling an understanding that secure design is essential to modern computing.

A Student-Centered and Supportive Environment

While technical rigor is essential, learning thrives in an environment built on respect, clarity, and support. I strive to create classrooms where students feel encouraged to ask questions, experiment, and learn from mistakes. Many students enter CIS programs with varying levels of confidence, preparation, and experience. My role is to challenge them while ensuring they feel supported in reaching those challenges.

I use scaffolded assignments, iterative feedback, and multiple opportunities for revision so that learning becomes a process rather than a single outcome. Collaboration is encouraged through group work and peer learning, reflecting how real-world technical teams operate. Students are treated as emerging professionals, learning not only technical skills but also communication, documentation, and collaboration.

Preparing Students for the Real World

My goal as an instructor is to prepare students for real-world practice. Through my professional work in cybersecurity, digital forensics, and incident response, I bring current industry practices, tools, and expectations into the classroom. Students are exposed to realistic workflows, professional documentation standards, and the ethical responsibilities that accompany technical authority.

I emphasize that technical expertise carries responsibility. Students engage with topics such as privacy, data integrity, legal boundaries, and ethical decision-making as part of their technical education. These discussions are embedded into hands-on activities so that students understand not only what they can do, but what they should do.

A Commitment to Growth and Reflection

Teaching in technology requires continuous growth. Tools evolve, threats change, and student needs shift. I regularly revise my curriculum to reflect emerging technologies and industry standards. Student feedback, peer collaboration, and professional engagement all inform how I refine my teaching practices.

Just as I encourage students to be lifelong learners, I hold myself to that same standard as an educator. My commitment is not only to teach effectively today, but to continuously improve how I teach tomorrow.

Dedication to Student Success

Ultimately, my teaching philosophy is centered on student success. I measure my effectiveness not simply by grades, but by the confidence, curiosity, and adaptability students carry with them beyond the classroom. I am deeply invested in helping students discover their strengths, navigate challenges, and build meaningful careers in technology.

By prioritizing hands-on learning, integrating development with security, and fostering a supportive and rigorous learning environment, I strive to prepare students not just to enter the workforce, but to thrive within it as capable, ethical, and motivated professionals.