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9. **Teaching Responsibilities**

My teaching responsibilities include, but are not limited to guiding young professionals and enhancing their knowledge regarding informatics and networked systems, telecommunications, ICT policy and governance. Courses that I would hope to one day teach include, INFSCI 3350: Doctoral Seminar – Telecom within the Socio-technical Context, TELCOM 2017: Introduction to Telcom Policy, and INFSCI 3250: Research Seminar – Telcom Policy and Governance in the 21st Century.

In the Telcom with the Socio-technical Context, we investigate how telecommunication policy has adapted over time and what its influence has been on the socio-technical system at large. Towards the end of the semester, students will be challenged to identify a current issue within Telcom policy and governance and provide a final product culminating in factors that contribute to, external factors, and other effects of the Telcom policy.

In the Introduction to Telcom Policy course we will discuss some of the inaugural telecommunications policy and analyze how it has progressed and adapted over time in conjunction with emerging technologies. This course allows students background policy information that will give them a better understanding of existing policy and governance measures that dictate emerging technologies while receiving a wide overview of policy initiatives and how they shift within a historical context.

During the research seminar on Policy and Governance in the 21st Century we will identify current “hot topics” with Telcom policy and students will be encouraged to analyze or develop solutions to these existing issues. The product for this course will be a paper of publishable quality and students will be required to submit to a conference as part of their assignment.

1. **Description of Teaching Philosophy**

I teach because I want to help aid others in their academic journey. Although I have a concentration in telecommunications, my previous academic work was focused on communications in a more macro sense. This experience provides me with a unique outlook to bridge concepts, theories, and approaches that are not traditional to computing and information science and provide students with the unique opportunity to learn a “wide lens” perspective which they can intern use to make more responsible and adaptable research approaches within STEM.

1. **Description of Teaching Methodology**

I use active learning as my primary method for teaching as it engages my students in the course materials while providing me feedback on which concepts they understand versus lessons I may need to revisit to ensure they understand the full concepts and reach the outlined learning objectives.

1. **Course Syllabi and Assignments**

This is a collection of your course outlines, assignments, sample quizzes, lesson plans and other documents that demonstrate your teaching methods. Include in this category assignments that have been graded by you and show improvement in the final version.

1. **Teaching Effectiveness**

Evidence that shows your teaching methods are effective.

* 1. **Peer Assessment of Teaching**

Evidence that comes from your peers including observation reports, letters or other comments from peers who have observed your teaching.

* 1. **Student Assessment of Teaching**

Evidence from your students that demonstrates your students assessment of your teaching. These can include teaching surveys and email correspondence from your students.

1. **Teaching Improvement Activities**

Activities that you engage in that help you to be a better teacher. These may include things you do in your classes while you actively teach or outside activities including workshops. text here.

1. **Future Teaching Goals**

What goals do you have for your future teaching. What things would you like to achieve.

1. **Exhibits**

Include exhibits that are referred to in other sections of this document. Consider that your teaching portfolio should read well and not be interrupted by too much evidence. Place the evidence here.