

Teaching Dossier

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1 INTRODUCTION

1.1 Introduction and Educational Background

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“Learning is a treasure that will follow its owner everywhere.” — Chinese Proverb.

I subscribe to this point of view, and I have pursued educational growth with reference to my academic degrees' achievement in the field of Computer Science. Thus, I hold B.Sc., M.Sc., and Ph.D. degrees in the domain of Computer Science. Additionally, I am a Certified Internet Professional – Web Development (BCIP), Certified PHP 5 Programmer, Certified C++ Programmer, Certified HTML 4.0 Programmer, and Certified JavaScript-JQuery Programmer. Moreover, I am a Professional Engineer, and I do possess a University Teaching Certificate (UTC). In this regard, I have actively been involved in classroom teaching activities, which entail large-class and small-class sizes, both at undergraduate (bachelor's) and graduate (master's) levels. In one of my large-class teaching experience at the undergraduate level in University of Windsor, Social Media and Mobile Technology for End Users (COMP-2097) - see [Appendix A](#) (from pages 30 - 35); I realized that teaching and learning in classes constituted of high diversity ratios, especially with students from non-Science disciplines and different ethnic backgrounds, require sincere efforts and commitment from the instructor to attain productive learning. Therefore, in planning my lessons, especially for relatively larger class sizes; I always ensure that my lessons effectively accommodate the seven (7) principles of Universal Design for Instruction (UDI) as proposed by Burgstahler (2009). Concurrently, I am actively involved in academic research with regard to the domain of Artificial Intelligence. Also, I have served in various areas of responsibility both in the academic sector and the industry sector.

In this dossier, subsections [1.1](#) and [1.2](#) summarizes my educational background and research activities, respectively. Section [2](#) sheds light on my overall teaching philosophy with respect to my personal teaching goals and learning goals, classroom teaching methods, and evaluation of my classroom teaching activities as well as my students' learning progress. Furthermore, subsection [3.1](#) highlights my teaching roles, as a full-course instructor (Professor) and as a laboratory instructor (Graduate Assistant), for 15 distinct undergraduate-level and graduate-level courses; subsection [3.2](#) summarizes my mentoring and co-supervision activities to both undergraduate and graduate students of Computer Science at the University of Windsor and Concordia University; subsection [3.3](#) elucidates the workshops, training, and certifications which I have received with regard to my personal development in teaching and learning; subsection [3.4](#) emphasizes on my personal commitment and responsibility roles

which relate to academic teaching and learning; and subsection 3.5 chronologically itemizes my publications with respect to my contributions to teaching, learning, and research. Finally, section 4 provides data and details with reference to my Student Evaluation of Teaching (SET) as well as my reflections and future plans with regard to teaching and learning.

1.2 Research Background

I am an active researcher within the domain of Artificial Intelligence (AI) with focus on Social Network Analysis (SNA). My research entails harnessing Machine Learning (ML) and Deep Learning (DL) methodologies toward resolving a range of open (research) problems and real-world problems in SNA. To this end, I have successfully developed and implemented effective as well as efficient frameworks for resolving the following research problems, viz: Breakup Prediction, Link Prediction, Link Influence and Dynamics, Node Classification, Trend/Pattern Analysis, and Event-based Analysis/Prediction. A chronological list of my publications and contributions to the academia are explained in Section 3.5 and detailed in Appendix F. In addition, my research and work have been funded as well as supported by the Natural Sciences and Engineering Research Council of Canada (NSERC), Canadian Institutes of Health Research (CIHR), International Business Machines (IBM) Corporation, Vector Institute for Artificial Intelligence, University of Windsor, Concordia University, etc. Also, I am a seasoned solutions and web/mobile developer with over 13 years of industry experience. I am flexible, collaborative, and a good multi-tasker who is self-motivated, committed, and target-driven. Thus, I can adapt swiftly to newer skills, and can manage time and other resources wisely without constant supervision.

Moreover, I am a Fellow Member of the International Association of Computer Science and Information Technology (IACSIT) as well as a professional member of the Institute of Electrical and Electronics Engineers (IEEE), the Canadian Artificial Intelligence Association (CAIAC), and the Association for Computing Machinery (ACM), respectively. In that regard, additional explanation is contained in subsection 3.3.2.

2 TEACHING PHILOSOPHY AND STATEMENT

2.1 Teaching and Learning Goals

Digitization, digitalization, and technology remain the fundamental factors that stimulated and inspired me to delve into the realm of Computer Science. Moreover, my desire for research and innovation are secondary factors which have encouraged and motivated me to remain in the domain of Artificial Intelligence (AI). From a personal perspective, teaching and learning are abstract as well as tandem concepts which will always remain in a

continuum. My ideology, with respect to teaching and learning, is to establish a mutually beneficial academic-relationship between myself and my students. Teaching creates a symbiotic platform that fosters learning, interaction, and bidirectional knowledge-flow between all parties involved in the process. On one hand, my teaching goals are primarily centered on the effective and efficient delivery to my students, via Bloom's taxonomic approach (Anderson, L. et al, 2005), of the underlying concepts of Artificial Intelligence. On the other hand, my learning goals are aimed at fostering Active Learning, Experiential Learning, and Deep Learning. My objective in this regard is that, whenever and wherever necessary, my students can effectively define, explain, distinguish, design, implement, and critique the concepts already taught in the class. Therefore, standard reading and writing skills, which are prerequisite skills necessary for success in the academia, also apply to my teaching and classroom activities.

2.2 Teaching Methods

Realistically, I employ a *Student-Centered Approach to Learning* with regard to my teaching; and this can be ascertained from the course outlines of the courses which I have taught in the role of a full-course instructor (Professor). In that regard, kindly refer to [Appendix A](#), pages [24 - 81](#), for documented evidence and details. The *Student-Centered Approach to Learning*, while still granting me control and management over the class, encourages and stimulates my students toward active class participation and mutually beneficial learning. Furthermore, the implementation of this approach fosters Active Learning, Deep Learning, and Experiential Learning with respect to my overall teaching and learning goals. To buttress my claims in this regard, kindly peruse some of the compliments and feedback which I have received from my (past) classroom students - refer to [Appendix G](#) (page [136](#) to page [141](#) for my past students at the University of Windsor, and page [142](#) to page [150](#) for my past students at Concordia University).

Taking into consideration the variable nature of class sizes with respect to teaching periods and semesters, I usually implement a *High-Technology* methodology to *Student-Centered Learning* for my larger class sizes (above 50 students). With regard to my implementation of this *High-Technology* methodology; I employ advanced technological tools (computing devices, virtual classrooms, World Wide Web, E-mails, etc.) toward establishing and incorporating the principles of Universal Design of Instruction (Burgstahler, S., 2009) with respect to my teaching and learning goals. [Appendix A](#) herein, from pages [41 - 55](#), contain students' usage guides of some web-based tools (MoodleTM Instant Messenger, BlackboardTM Discussion Board, iClickerTM Polling System, MentimeterTM Application, etc.) which I have incorporated into my lessons and lectures to foster Active Learning, Experiential Learning, and Deep Learning.

For my smaller class sizes (approximately 50 students), I usually implement *Low-Technology*

methodology to *Student-Centered Learning*. My implementation of *Low-Technology* methodology entails using traditional tools (brainstorming, oral discussions, handwritten notes, hands-on projects, etc.) toward establishing and supporting Authentic Learning and Deep Learning in these classes.

The COVID-19 pandemic, with regard to its restriction as well as lockdown measures, had significant impacts on learning and teaching, globally. Thus, as a student-centered instructor, I realized that teaching during the pandemic can be pretty challenging as well as difficult to adequately implement participatory learning and effective formal assessments in virtual classrooms. However, some measures I employed in a bid to promote participatory learning were to integrate and apply *High-Technology* approaches toward *Student-Centered Learning*, flexible virtual office hours for one-on-one explanatory/clarification sessions, etc. My aim was to ensure that I aligned my teaching strategy towards executing productive learning and deep learning, with regard to my assigned virtual classroom courses, irrespective of the class size and diversity. Additionally, another measure which I have implemented to surmount the challenge of effective formal assessments (in virtual teaching mode and virtual classrooms during the COVID-19 pandemic), is to employ authentic assessment techniques based on *High-Technology* tools.

Furthermore, as a student-centered instructor, each of my classroom lesson is systematically planned and designed with reference to the BOPPPS Model (Pattison, P., & Day, R.W.C., 2006). In that regard, each of my classroom lesson/lecture launches with a Bridge-In (a relatable, real-world YouTubeTM video clip or a motivational story line); which is always followed by the Learning Outcomes (oral/written/typeset objectives) for the lesson. Thereafter, I use a Formative Pre-Assessment (class discussion, short poll, or short quiz) to gauge and evaluate the level of residual knowledge the students already possess with respect to the lesson. Subsequently, I engage the students in the Participatory Learning aspect (accessible lecture notes, YouTubeTM video clips, classroom discussions, classroom quizzes, etc.). At this juncture, I issue a Post-Assessment (MoodleTM quiz, MentimeterTM quiz, BlackboardTM quiz, classwork, assignment, etc.) to evaluate how well the learning outcomes were comprehended by the students. Finally, I conclude my lesson with a Summary (oral recap or written summary) that highlights the essential concepts taught in the classroom.

2.3 Assessment of Student Learning

In a bid to assess and evaluate my teaching goals, especially during my weekly routine lectures/lessons, I employ and structure Diagnostic-Assessment and Formative-Assessment tools (G. Gibbs and C. Simpson, 2005) around my routine classroom lectures or lessons. These Diagnostic and Formative Assessment tools (classroom discussions, classroom quizzes, classroom polls/puzzles, classwork, etc.) guide me, as a student-centered teacher, toward understanding the real-time knowledge progression as well as learning progress of my students

with reference to my teaching goals. In practice, I usually employ real-time, web-based learning applications such as: MoodleTM Active Quiz, BlackboardTM Discussion Board, iClickerTM Polling System, MentimeterTM Application, KahootTM Application, etc., to aid me in implementing Diagnostic Assessments and Formative Assessments. Hence, kindly refer to [Appendix A](#) herein, from pages 41 - 55, for my documented evidence.

Consecutively, in a bid to assess and evaluate my learning goals, I incorporate Summative Assessments and Criterion-based Assessments (S. Brookhart, 2001) into my holistic course plan for the term/semester. Personally, I prefer to carry out biweekly evaluation of my learning goals over a 12-week term/semester period. Thus, Summative and Criterion-based Assessments (assignments, tests, examinations, etc.) assist me with the measurement and documentation of quantifiable data; and this is with respect to the goals of Authentic Learning and Deep Learning in my course. Evidence in this regard is contained in the *Course Evaluation* sections of my course outlines found in [Appendix A](#) - pages 24 - 81.

Furthermore, I provide scaffolding with regard to the design and implementation of all my assessments. Scaffolding enables me, in my capacity as a student-centered teacher, to provide necessary support and encouragement for my students' success with regard to the assessments. Also, with scaffolding, I can tailor my assessments to suit the diverse and respective needs as well as expectations of my students. In practice, I usually provide scaffolding via email communication, in-person announcements, virtual announcements (using MoodleTM Learning Management System, BongoTM Learning Management System, BlackboardTM Learning Management System, and/or iClickerTM Polling System), in-person office hours, virtual office hours, etc.

2.4 Assessment of Teaching

“The unexamined life is not worth living” as stated by Socrates. Also, as a student-centered teacher, the academic welfare of my students constitute a priority task for me. To that effect, a periodic evaluation of my teaching is necessary and constructive with regard to my overall teaching design, development, and philosophy. Thus, toward the end of each academic term or semester, I seek out an unbiased and anonymous teaching assessment from my students.

Formally, at the University of Windsor, I have relied on the Student Evaluation of Teaching (SET) assessment (University of Windsor Teaching Evaluation Framework, 2016); and at Concordia University, I have relied on the Concordia University Course Evaluation Report (issued by CTLS: Centre for Teaching and Learning Services). Therefore, with reference to the University of Windsor SET Rating Scale, at the moment, my cumulative SET score stands at 5.9/7; and this literally translates to a “*Very Good*” standing. Additionally, with reference to the interpretation standards issued by the Centre for Teaching and Learning Services (CTLS) at Concordia University, the cumulative report of my course evaluations also translates to a relatively “*Very Good*” standing. To this end, kindly refer to [Appendix](#)

[G](#), pages [107 - 119](#), for additional details and verification with respect to my SET score and Course Evaluation Report.

Irrespective of my current and good SET standing/rating as well as course evaluation report(s), I still aspire to improve my combined teaching/learning skills and experience. Therefore, I always look forward to feedback and criticism which serve as recursive loops to my know-how and understanding as a teacher. This systematic technique enables me to continually make every effort to be better at my teaching skills; such that I can always leave my students with indelible and positive learning impacts. From time to time and in a bid to always be abreast of the latest teaching technologies and techniques, I seek opportunities to enroll in the teaching and learning workshops/tutorials/trainings organized by the Centre for Teaching and Learning (University of Windsor), Centre for Teaching and Learning Services (Concordia University), etc. Therefore, kindly refer to subsection [3.3.1](#) and [Appendix D](#) (page [86](#) - page [91](#)), for certified copy of my University Teaching Certificate (UTC) and transcript. Additionally, I incrementally update my understanding and knowledge via reading the most recent as well as relevant research articles and textbooks with respect to the demands of my teaching, learning, and overall research.

3 TEACHING CONTRIBUTIONS

In subsection [3.1](#) herein, I have clearly itemized and shed light on my teaching responsibilities with regard to undergraduate-level and graduate-level courses. I have been engaged in teaching, co-teaching, and assisting with fifteen (15) distinct courses within the domain of Computer Science. At present, my teaching duties have positioned me in the role of a full-course Instructor/Professor for both large-class and small-class sizes. Some interesting aspects of my teaching career and responsibilities over the past couple of years include the diversity dynamics and size variations obtainable in my classes. I have taught and managed a large-class size comprising 248 students in the role of a full-course Instructor (Professor); and it can be quite challenging to manage large-class sizes comprising students from various non-Computer Science disciplines and different language/ethnic backgrounds. Therefore, in the subsequent subsection [\(3.1\)](#), I have explained the component of each Computer-Science course that I have taught and managed with reference to the techniques, tools, and strategies which I have employed toward ensuring teaching effectiveness, universal design, and maximum reach.

3.1 Teaching Responsibilities

I. Web Programming (SOEN-287) - see [Appendix A](#), from pages [74 - 79](#)

Semester: Winter 2023 Enrollment: 110 Role: Professor/Instructor
Semester: Winter 2022 Enrollment: 113 Role: Professor/Instructor

This course, which is offered to undergraduate students, introduces and teaches the fundamental terminologies and concepts of the Internet, programming on the World Wide Web (WWW), and the concepts of digital computing. Also, it incorporates a practical component that entails the design, development, and implementation of webpages and websites. In this course, we introduce and teach the students how to develop websites using HTML and CSS. Additionally, we teach the concepts of programming in JavaScript (for client/user-side development) and PHP (for server-side development). Also, we introduce AJAX as a technology for developing dynamic webpages and websites. A peculiar problem I encountered during the teaching of this course was that: *students with no Computer Science background tend to struggle with the practical component of this course.* Therefore, in a bid to overcome this challenge, I had to introduce 3rd-party tutorial (multimedia) files/clips to supplement my teaching resources and foster students' self-paced learning. Also, I ensured that myself as well as my Teaching Assistants (TAs), during our respective office hours, employed real-time simulation software for explaining practical concepts of the course to my students. Pedagogically, I employed a Student-Centered Learning Approach infused with Active Learning tools, so as to attain the goal(s) of Deep Learning with respect to my students.

II. Object-Oriented Programming 1 (COMP-248) - see [Appendix A](#), from pages [67 - 74](#)

Semester: Winter 2023 Enrollment: 196 Role: Professor/Instructor
Semester: Fall 2022 Enrollment: 139 Role: Professor/Instructor
Semester: Winter 2022 Enrollment: 197 Role: Professor/Instructor

This is a multi-section course at Concordia University, and it teaches the concepts of programming in Java to students using a novice-to-expert approach. Java is a fully object-oriented programming language; thus, it is best suited as a programming tool for teaching students the concepts of object-oriented programming (OOP). Most students, prior to enrolling for this course, are used to procedural-programming paradigm. However, in this course, we make a paradigm shift and introduce students to the art of object-oriented programming which is the standard for large-scale and enterprise application-software development. As expected anyway, these concepts seemed complex and difficult for some students. In this regard, in my capacity as the Instructor, at the beginning of each fundamental concept/construct in Java; I ensured that I began with real-world examples that can aid in buttressing the target concept/construct. Also, I endeavored to explain several OOP concepts to the students via making relationships to similar concepts available in procedural-programming paradigm. This approach has proven to be insightful to a significant number of the students as it en-

ables them grasp the core concepts of this course, and meet the learning outcomes as well.

III. Mathematics for Computer Science (COMP-232) - see [Appendix A](#), from pages 61 - 67

Semester: Fall 2022 Enrollment: 177 Role: Professor/Instructor
Semester: Fall 2021 Enrollment: 228 Role: Professor/Instructor

This course is taught in the first-year at Concordia University, and it is a multi-section course. It introduces the students to quite a couple of logic rules and formalism in Computer Science. As a result, it was very imperative for me and my assistants to always explain many of these complex logic rules to the students using basic examples they could relate to. In this course, we introduced the fundamental rules and principles of writing computer programs and algorithms using mathematical symbols and expressions which convey the semantics of the programs and/or algorithms. In this class, I discovered most of the students had issue(s) with accomplishing tasks/assignments related to logic proofs. In this regard, I went the extra mile by using as many real-world examples to relate the expectation(s) of each proof task to the students. Also, those who needed additional attention and assistance booked appointments with me during my office hours.

IV. Machine Learning and Artificial Intelligence (ML1-Q421) - see [Appendix A](#), page 79

Semester: Winter 2022 Enrollment: 50 Role: Professor/Instructor

This course/program is organized by the Vector Institute for Artificial Intelligence; and it is targeted at undergraduate-level and graduate-level students who desire to understand the fundamental concepts of Machine Learning and Deep Learning algorithms. We have employed BongoTM Learning Management System with regard to the online management of this course/program. In light of the availability of (big) data, the goal of this course is to introduce students to the theoretical as well as the practical components of how Machine Learning models operate and function. Consequently, it introduces to students how (big) data can be exploited, via using Machine Learning models, in a bid to gain insights and knowledge about the data domain. I have effectively applied a High-Technology Approach toward a practical-oriented delivery of the course contents. Also, several Active Learning (quizzes, discussions, etc.) and Authentic Learning (brainstorming sessions, projects, code development, etc.) techniques have been employed in this course/program to foster learning.

V. Project and Internship (COMP-8967) - Workshop on Machine Learning and Deep Learning using Software-as-a-Service (via GoogleTM Colab) - see [Appendix A](#), from pages 59 - 61

Semester: Summer 2021 Enrollment: 115 Role: Professor/Instructor
A large-class and graduate-level workshop which is targeted at Computer Science stu-

dents in their respective Master's degree program. As a result of the widespread availability of big-data, high-end computing resources will be required to gain insights into data of this nature. Taking this into consideration, I had to conceptualize the design of this workshop to practically introduce students to the concept of concurrent systems with respect to Cloud Computing and Virtual Computing. Therefore, this workshop focuses on using Software-as-a-Service (SaaS), via GoogleTM Colab, for accomplishing tasks related to Data Science. The design and implementation of the lecture notes as well as lessons for this workshop are based on the BOPPPS Model (Pattison, P., & Day, R.W.C., 2006) for lesson planning. Thus, this approach which I have employed, with respect to the delivery of this workshop, fosters Active Learning and Authentic Learning via a High-Technology Approach to Student-Centered Learning.

VI. Project and Internship (COMP-8997) - Workshop on Deep Learning (DL) - see [Appendix A](#), from pages [55 - 57](#)

Semester: Summer 2021
Semester: Summer 2020

Enrollment: 115
Enrollment: 250

Role: Professor/Instructor
Role: Professor/Instructor

This workshop is yet another graduate-level workshop, which I have co-taught and managed for the Summer semesters, and it is targeted at Master's degree students in Computer Science. In view of the ubiquitous nature of (big) data, I have designed this workshop to introduce students to the theoretical and practical aspects of how to gain insights into (big) data using Neural-Network models and other related Machine Learning techniques. Taking into consideration that this workshop is usually a large-class workshop, owing to the fact that most graduate-level Computer Science students are particularly excited about Deep Learning and correlated Machine Learning methodologies, I have effectively applied a High-Technology Approach toward the practical-oriented delivery of the workshop contents. Also, several Active Learning (group work, quizzes, discussions, etc.) and Authentic Learning (brainstorming sessions, projects, code development, etc.) techniques have been employed in this workshop to foster learning.

VII. Introduction to the Internet (COMP-2057) - see [Appendix A](#), from pages [24 - 30](#), pages [35 - 41](#)

Semester: Winter 2021
Semester: Winter 2020

Enrollment: 89
Enrollment: 122

Role: Professor/Instructor
Role: Professor/Instructor

This course is an introductory course which is offered to undergraduate students from various disciplines. This course introduces and teaches the fundamental terminologies and concepts of the Internet, the World Wide Web (WWW), and digital computing. Also, it incorporates a practical component that entails the design, development, and implementation of webpages and websites. A peculiar problem I encountered during the teaching of this course was that: students with no Computer Science background tend to struggle with the practical component of this course. Therefore, in a bid to

overcome this challenge, I had to introduce 3rd-party tutorial (multimedia) files/clips to supplement my teaching resources and foster students' self-paced learning. Also, I ensured that myself as well as my Graduate/Teaching Assistants, during our respective office hours, employed real-time simulation software for explaining practical concepts of the course to my students. Moreover, I personally created opportunities for one-on-one discussion sessions with targeted students, whom were experiencing difficulties with the course. Pedagogically, I employed a Student-Centered Learning Approach infused with Active Learning tools, so as to attain the goal(s) of Deep Learning with regard to the affected students.

VIII. Social Media and Mobile Technology for End Users (COMP-2097) - see [Appendix A](#), from pages [30 - 35](#)

Semester: Summer 2020 Enrollment: 248 Role: Professor/Instructor
This undergraduate course focuses on identifying state-of-the-art mobile technologies; and how they can be effectively employed, for personal and business development, via social media platforms/channels. Furthermore, this course teaches students the ethical concepts and principles of personal development as well as business development in cybersocieties and/or virtual communities. Overall, this course is aimed at teaching and guiding students on how mobile technology tools as well as social media platforms can be jointly harnessed for personal and business gains. However, I taught this course in the peak of the COVID-19 pandemic, and I had to deal with a couple of challenges from my students and the university with regard to Government policies on lockdown and restrictions. In a bid to overcome these unconventional challenges, the university enforced virtual teaching and learning. Thus, I had to effectively employ *High-Technology* methodology toward *Student-Centered Learning*. In this regard, I was consciously monitoring the feedback from my students, so as to ensure that I do not get them overwhelmed by the *High-Technology* tools.

IX. Project and Internship (COMP-8997) - Workshop on using Compute Canada (Cluster) Environment - see [Appendix A](#), from pages [57 - 59](#)

Semester: Summer 2020 Enrollment: 250 Role: Professor/Instructor
This is a large-class and graduate-level workshop targeted at Master's degree students of Computer Science. Basically, one of the goals of this workshop is to practically introduce students to the concepts of cluster computing with respect to Compute Canada high-end cloud resources for academic experiments and research. Therefore, I have modeled this workshop to teach participants how to exploit Compute Canada's resources for compiling and/or executing their respective Machine Learning (ML) and/or Deep Learning (DL) source-codes which usually require high/huge computational resources. In consideration of the theoretical as well as practical demands of this workshop, and in a bid to accomplish the goals for this workshop, I have employed a practical-oriented, content-delivery approach toward ensuring that my students are immersed in the Active Learning and Experiential Learning aspects of this workshop.

X. Object-Oriented Programming Using Java (COMP-2120) - see Appendix B

Semester: Fall 2019

Enrollment: 200

Role: Laboratory Instructor

This course teaches the concepts of advanced programming to students using a novice-to-expert approach. Java is a fully object-oriented programming language; thus, it is best suited as a programming tool for teaching students the concepts of object-oriented programming (OOP). Most students, prior to enrolling for this course, are used to procedural-programming paradigm. However, in this course, we make a paradigm shift and introduce students to the art of object-oriented programming which is the standard for large-scale and enterprise application-software development. As expected anyway, these concepts seemed complex and difficult for some students. In this regard, as a Laboratory Instructor, at the beginning of each laboratory session; I ensured that I explained each OOP task to all students by relating the task to simpler concepts available in procedural-programming paradigm. This approach has proven to be insightful to a significant number of the students as it enables them grasp the core concepts of this course, and meet the learning outcomes as well.

XI. Key Concepts in Computer Science (COMP-1000) - see Appendix B

Semester: Summer 2019

Enrollment: 60

Role: Laboratory Instructor

This course is taught in the first-year, and it introduces the students to quite a couple of logic rules and formalism in Computer Science. As a result, it was very imperative for me and my assistants to always explain many of these complex logic rules to the students using basic examples they could relate to. In this course, we introduced the fundamental rules and principles of writing computer programs and algorithms using mathematical symbols and expressions which convey the semantics of the programs and/or algorithms. In this class, I discovered most of the students had issue(s) with accomplishing tasks/assignments related to logic proofs. In this regard, I went the extra mile by using as many real-world examples to relate the expectation(s) of each proof task to the students. Also, those who needed additional attention and assistance booked appointments with me during my office hours.

XII. Introduction to Algorithms and Programming II (COMP-1410) - see Appendix B

Semester: Winter 2019

Enrollment: 250

Role: Laboratory Instructor

This course is an extension to COMP-1400, and it teaches relatively advanced computer programming and algorithm design concepts. Basically, in my position as a Laboratory Instructor for this course, I was responsible for managing Graduate Assistants (GAs) and Teaching Assistants (TAs) whom have been assigned to this course. In a bid to encourage effective communication and active learning amongst the students, we divided the students into 10 sections (average of 25 students per section). In each section per week, the expected concepts are taught to the students bearing in mind that they are relatively new to computing. Thus, I and my assistants (GAs and TAs)

ensured that every practical explanation made in the laboratory was supported with one or more real-world examples, and a theoretical explanation where necessary.

XIII. Introduction to Algorithms and Programming I (COMP-1400) - see Appendix B

Semester: Fall 2018 Enrollment: 250 Role: Graduate Assistant

Basically, this class is one of the largest class we have at the School of Computer Science because it is a mandatory course for Computer Science undergraduates. Working as a Graduate Assistant and with the help of the principal instructor, we were able to split this class into 4 sections comprising an average of 60 students per section (for lecture - theoretical concepts); and 10 sections comprising an average of 25 students per section (for laboratory - practical concepts). Primarily, I was responsible for assisting the students with the introductory concepts of computing as regards computer algorithms and coding. Most students in this class are novice computer scientists; and I ensured I related each concept to the students using real-world examples and annotations. Also, active learning techniques such as reports, think-pair-share, and group assignments were implemented per laboratory section to encourage interaction and exchange of ideas (with exception to plagiarism) amongst the students.

XIV. Data Structures and Algorithms (COMP-2540) - see Appendix B

Semester: Summer 2018 Enrollment: 50 Role: Laboratory Instructor

I was responsible for teaching this course as a Laboratory Instructor in Summer 2018. This is a practical class, and our lessons were all held in the programming laboratory. Basically, the concepts of this course tend to be very abstract and difficult to most students. However, with the aid of my 3-fold approach (theory, practical, and examples), I helped relate these abstract concepts to the students such that they were able to have a real-life perception of these concepts. This course enlightens students on how to use primitive data types (PDT) to construct abstract data types (ADT). Also, dynamic programming as well as design and development of fundamental programming algorithms (sorting, searching, etc) were taught in this class. Since this class was relatively a smaller one; I had to split the students into 2 sections comprising an average of 25 students per section. This size (per section) fostered effective communication between myself and the students such that we were able to interact on one-to-one or small-group bases. Prior to becoming a Laboratory Instructor for this course; I was a Graduate Assistant for same course in Fall 2017 with a student capacity of 150 heads.

XV. Software Development (COMP-2800) - see Appendix B

Semester: Winter 2018 Enrollment: 200 Role: Graduate Assistant

As a Graduate Assistant for this course; I was primarily responsible for assisting the principal instructor (Professor) with teaching and student-related tasks in the programming laboratory. This course had very strong emphasis on the art of software design, coding, and development. I was very instrumental to my students in the laboratory as

well as during my office hours. The theoretical concepts of this course were taught by the principal instructor in the lecture room; and I was responsible for teaching the students the practicals of software development in the laboratory using Unity Integrated Development Environment (IDE) for designing and developing games and software.

3.2 Supervising and Advising Students

Graduate Advising and Co-supervision, MSc (see [Appendix C](#))

In my current capacity as an Assistant Professor (at Concordia University) and in my previous capacities as a Research Assistant and Doctoral Candidate (at Artificial Intelligence Research Laboratory, Room 3127, ERIE Hall - University of Windsor); I have been tasked with the responsibility of mentoring students (graduate and undergraduate) whom have been engaged in my laboratory with respect to one or more research activities/goals. Virtually every student under my co-supervision thus far can be categorized as foreigners with diversified cultural, religious, racial, and socio-political backgrounds. One striking point and common peculiarity with regard to these students is the fact that English is primarily a second language to all of them. For that reason, in a bid to sharpen as well as improve our communication skills and qualities with respect to our group-research assignments and responsibilities, we meet regularly (twice or thrice) per week to explore and expand our research horizons. In this regard, I have employed quite a couple of participatory learning methodologies to enable me (and my research team) accomplish the aforementioned goals and objectives. Thus, these methodologies include, viz:

- I. Effective Writing (lab reports, mathematical expressions, collaborative weblogs, etc);
- II. Small-Group Discussions (one-to-one, 2/3-man committee, brainstorming, etc); and
- III. Visualizations (data-flow diagrams, flowcharts, pictograms, graphs, concept maps, timelines, etc).

These approaches and methodologies foster Active Learning and Experiential Learning with regard to the research tasks involving myself (as a mentor) and the students (as mentees). As such, these have yielded significant success considering the fact that most of these students are relatively new to Canada, fresh graduates, young undergraduates, and/or taking English as a foreign language. Furthermore, a comprehensive list of the students whom I have co-supervised is available in [Appendix C](#).

3.3 Activities undertaken to Improve Teaching and Learning

A popular quote by a famous American salesman and motivational speaker, Zig Zaglar, states: “*If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you*”. In similar fashion, as a student-centered teacher and active researcher, I possess strong affinity for knowledge and ideas. To this end, I am always on the lookout for pedagogical training, workshops, and resources that will keep me abreast with respect to the trends and developments in the domain of teaching and learning. In this regard, as part of my line of duty every semester/term, I endeavor to enroll as well as partake in all open/available training and workshops at my institution’s Centre for Teaching and Learning - <http://cleo.uwindsor.ca/workshops/ctl/>, <https://www.concordia.ca/ctl.html>. Hence, in subsection 3.3.1, I have painstakingly itemized all the trainings and workshops which I have taken in reference to the award of my University Teaching Certificate (UTC) and the development of my teaching as well as learning skills and strategies. Also, in subsection 3.3.1, I have explained the component of each training and/or workshop in accordance with their respective learning outcome(s) and objective(s).

3.3.1 Certifications and Workshops

- I. Teaching in a Blackboard Learning Environment (TBLE-UTC) - see [Appendix D](#)
A self-paced course which was instructed and delivered virtually via BlackboardTM. Basically, this course gradually introduced us to the principles of lesson planning/delivery and authentic assessments using a virtual learning platform (BlackboardTM). In this regard, we were taught how to incorporate *High-Technology* teaching and learning tools that can foster Active Learning, Experiential Learning, and Deep Learning.
- II. University Teaching Practicum - see [Appendix D](#)
This course employed a theory-to-practical approach toward preparing us for teaching in a higher institution setting. We were drilled deeper into the principles for Universal Design of Instruction (UDI) and participatory learning in classrooms. In this course, we were given the opportunity to attend and evaluate a real-world, university class scenario. Also, we had a couple of opportunities to simulate and play the active role of a professor in a standard classroom setting.
- III. Course Design (CD) - see [Appendix D](#)
In this course, we were exposed to the pedagogical theories of effectively designing, planning, and structuring a higher-institution course such that it appropriately meets all the principles for Universal Design of Instruction (UDI). Also, we were trained on how to incorporate tools and techniques, that will foster Deep Learning as well as Experiential Learning, into our respective classroom course. Moreover, we learnt how to create, develop, and implement Authentic Assessments.

IV. Learning-Centred Teaching in Higher Education (LCTHE) - see [Appendix D](#)

This course tasked us as instructors and teachers with the responsibility of improving our teaching approach via making reference to published research work and books in effective teaching and learning. Most importantly, we learnt several approaches to motivate/incite students; handling large class sizes; use of effective technology to aid teaching and learning; and how to manage effective feedback to and fro students.

V. Crossing the Rubricon: Exploring Criteria Sheets and Scoring Guides for Grading - see [Appendix D](#)

This workshop shed more light on how to design effective and efficient rubrics for grading and assessing students. In turn, an effective and efficient rubric should convey meaningful feedback to the student as well as the instructor with regard to area(s) of improvement/action for the student(s).

VI. Effective Lecture Preparation and Delivery - see [Appendix D](#)

The goal of this workshop was to encourage us as instructors and teachers on the importance of preparing adequately prior to our lecture(s)/class(es). We were taught how to teach/lecture effectively using the BOPPPS (Bridge, Outcomes, Pre-assessment, Participatory learning, Post-assessment, Summary) model; and engage the students via participatory learning activities such as sorting strips, think-pair-share, gallery walk, brainstorming, question box, etc.

VII. Do You Need Blackboard for What You Do? - see [Appendix D](#)

Basically, this introduces *Blackboard* learning management system as an effective technology to aid and augment our teaching. In this regard, we are taught (hands-on) how to use Blackboard to share lecture notes/slides, prepare rubrics, grade assignments/tests using anti-plagiarism tool, induce participatory learning via blogs/weblogs, prepare and post announcements as well as assignments/tests, etc.

VIII. Leading Effective Discussions - see [Appendix D](#)

This course was focused on teaching us the relevance of incorporating participatory learning activities into our classes/lectures as a means of inducing active learning. We were taught how to effectively stimulate and engage students in small-class and large-class discussions by asking effective questions, and understanding the dynamics of respective student groups. Additionally, we were taught how to actively listen to the students, and prevent/resolve conflicts arising as a result of participatory learning activities.

IX. Instructional Skills Workshops - see [Appendix D](#)

Essentially, this course covers a couple of topics necessary for teachers/instructors to give and effective lecture. In this course, several lesson plan models/approaches were taught; for example: BOPPPS (Bridge, Outcomes, Pre-assessment, Participatory learning, Post-assessment, Summary), ROPES (Review, Overview, Presentation,

Exercise, Summary), WIPPEA (Warm-up, Introduction, Presentation, Practice, Evaluation, Application), etc. We were taught from the basics how to prepare and plan for a lecture/class; engage students using active learning techniques; effective communication from teacher to student(s) and vice versa; ensure participatory learning in our classes/lectures; and we had several timeslots for us to practise (hands-on) repeatedly via planning and delivery of pre-assigned lessons before a mock class.

X. Copyright and Open Access - see [Appendix D](#)

The objective of this workshop was to enlighten us as teachers on how to source for, access, use, and share instructional materials and resources (with regard to the students) without infringing on the copyright and ownership of these materials. Also, we learnt what can be done and what cannot be done with some instructional resources. Moreover, we were informed on how to seek a safe haven when we run into issues concerning copyright/ownership infringement.

XI. Learning is not a Spectator Sport: Engaging Students using Active Learning Techniques - see [Appendix D](#)

This was a short lecture that laid much emphasis on the use of several active learning techniques to aid in making our classes and/or lectures more engaging and more memorable (content-wise). This lecture was focused on student-centered learning; thus, turning the students into star players in our respective classes/lectures.

XII. Certified Internet Professional - see [Appendix D](#)

This certificate program used a beginner-to-expert approach to effectively teach us the art of website development and server administration via a series of courses and examinations. Additionally, we had hands-on training with respect to several Internet technologies (online and offline).

3.3.2 Academic/Professional Society Memberships

Computer Science is one of the dynamic and fast-paced fields of science. For us as computer scientists, researchers, and teachers; it is imperative that we stay on our toes, and be abreast of the latest technological advancement and development research-wise. Learning never ends for us as teachers; it is a continuous process throughout our teaching career and even beyond. As a result of my hunger and thirst for academic and professional development respectively, I am an active member of quite a good number of professional societies/organizations. Thus, this enables me to develop and maintain my career network, get discounted and/or free publications, develop newer/latest skills, attend seminars and conferences to refresh and upgrade my knowledge, engage in civic leadership responsibilities, access to exclusive resources (real-time, soft-copies, and hard-copies), etc. Furthermore, please see [Appendix D](#) - page 92, for a list of academic/professional societies and organizations where I am actively involved.

3.4 Committee Service regarding Teaching and Teaching Issues

Teaching and learning are mutually beneficial processes. In my teaching career, over the past couple of years, I have contributed my quota to the domain of teaching/learning via holding several positions of responsibility in notable academic venues. In the course of carrying out my responsibilities and contributing to teaching/learning; I have employed a considerable quantity of pedagogical strategies toward achieving several teaching and learning goals. Some of these strategies, which I have employed in this regard, include: discussion groups, concept maps, timelines, brainstorming sessions, weblogs, effective writing skills, etc. In this regard, a chronology which give details about my contributions as well as service to teaching and learning is itemized below. Also, you may wish to refer to [Appendix E](#) for evidence/proof which supports my claims herein.

Evidence/Website: <https://cscan-infocan.ca/committees/spac/>

IV. Role: Member - WUFA's Ad-Hoc Racial Justice Committee

Date: November 2020 - February 2021

Venue: Windsor University Faculty Association (WUFA), University of Windsor, Ontario, Canada.

Task Description: Finding solutions to issues bordering on racial justice, equity, and inclusion within the University of Windsor. Make recommendations regarding changes to WUFA's Constitution and Bylaws to accompany the new structure and reflect diversity in representation.

Evidence/Website: <https://www.wufa.ca/article-165/wufa-ad-hoc-committees>

V. Role: Reviewer/Member - Vector Institute Scholarship Adjudication Committee

Date: March 2021 - April 2021

Venue: Vector Institute for Artificial Intelligence, Toronto, Ontario, Canada.

Task Description: Assess and review scholarship applications/nominations into the Vector Institute Artificial Intelligence (AI) Master's programs at tertiary/post-secondary institutions in Ontario.

Evidence/Website: <https://vectorinstitute.ai/about/#researchers>

VI. Role: Volunteer

Date: January 2021

Venue: International Joint Conference on Artificial Intelligence (IJCAI), Yokohama, Japan.

Task Description: Hosting, managing, and controlling virtual Zoom meetings for the Tutorial sessions of IJCAI-PRICAI, 2020.

Evidence: Appendix E - page 96

VII. Role: Secretary - Windsor Section Joint Chapter, CIS11/SMC28

Date: January 2020 - December 2020

Venue: Institute of Electrical and Electronics Engineers (IEEE Windsor), Windsor, Ontario, Canada.

Task Description: Management of information for decision making in the executive committee. Submit members' requests and needs to the executive committee. Accountability, maintenance, and ownership of Section's records and correspondence.

Evidence: Appendix E - page 97

VIII. Role: Research Reviewer

Date: 2019 - 2020

Venue: STEM Fellowship Big Data Challenge for High School Students, Toronto, Ontario, Canada.

Task Description: Review, assess, and evaluate selected research paper submissions based on the following criteria: Analysis & Techniques, Diversity & Data Representation, Results & Discussion, and Presentation & Report.

Evidence/Website: <https://stemfellowship.org/2020high-school-big-data-challenge/>

IX. Role: Member - Program Committee (PC)

Date: 2019 - 2020

Venue: International Conference on Neural Information Processing (ICONIP).

Task Description: This is a rank 'A' conference based on CORE ranking standards. Primarily, my assignment is to review, assess, and evaluate selected research paper submissions for originality/novelty and worthiness based on the following benchmarks, viz: presentation, innovation, technical soundness, and research-content.

Evidence: Appendix E - page 98, page 99

X. Role: Member - Panel of Judges

Date: 2018 - 2020

Venue: Académie Ste. Cécile International School – 925 Cousineau Road, Windsor, Ontario N9G 1V8, Canada.

Task Description: Evaluation, assessment, and judgement with respect to science projects exhibited by students ahead of the Ontario-wide competition.

Evidence: Appendix E - page 100 to page 102

XI. Role: Member - Organizing Committee

Date: 2017 - 2019

Venue: African Women Association of Windsor (AWAW).

Task Description: Planning and organizing of workshops for African youth in Windsor, Ontario, viz:

- Workshop - "Keeping Them out of Trouble" (2017 and 2018).
- Social Affair - "Mothers' Day Taste the Best of African Cuisines" (2017, 2018, 2019).

Evidence/Website: <https://sites.google.com/site/africanawaw>

3.5 Publications and Professional Contributions

Learning is a continuous activity for us as teachers and instructors. It is a feedback loop system such that as we learn from others (research and publications); also, we still make our individual contribution(s) via research input(s) and publications. My laboratory research is in the area of Artificial Intelligence (AI) with focus on the open research problems in Social Network Analysis. My research team is comprised of research students in smaller groups; and we have taken advantage of this to foster Active Learning and Experiential Learning via activities such as: brainstorming sessions, lab reports, collaborative weblogs, collaborative experiments, concept maps, timelines, one-to-one discussions, etc. In this regard, find a selected list (see [Appendix F](#)) of my publications and contributions to the academic community with respect to my research and findings.

4 Assessments and Reflections of Teaching

Standard assessments as well as periodic self-evaluation of an instructor's teaching skills and performance are important with respect to the overall development of the instructor. Also, these are relevant and constructive with regard to the instructor's advancement and progression within the domain of teaching and learning. To that end, in my capacity as a student-centered teacher and instructor, I have employed periodic standard assessments and personal evaluation techniques toward reviewing my performance, growth, and evolution in respect to teaching and learning. Therefore, subsections [4.1](#), [4.2](#), and [4.3](#) reveal additional details in support of my aforementioned claims.

4.1 Documentation of Results of Teaching

At both the University of Windsor and Concordia University, where I have carried out most of my teaching and/or learning activities, the evaluations of teaching/course(s) are still implemented periodically in-between the 10th and 13th week of every term/semester. These evaluation(s) serve as a standard assessment for evaluating the teaching performance of instructors (Professors) with respect to the impact on students' learning. Therefore, in [Appendix G](#), I have documented all of my teaching/course evaluations and scores.

With reference to the rating rubrics for both the University of Windsor and Concordia University, my current (cumulative) teaching/course evaluation score translates to a “*Very Good*” grade. Although, it still highlights the fact that there exist some room for improvement. Hence, an important aspect of my current teaching/course evaluation score lies in the fact that some of my past evaluated teachings/courses were completely (100%) focused on the courses which I have taught in asynchronous online learning environments as a result of

the COVID-19 pandemic. The various COVID-19 restriction and lockdown measures had a global impact on education, with respect to teaching and learning, and virtually every sector of the economy. Teachers/Instructors were challenged abruptly to fully transition to on-line learning environments; and students, irrespective of their varying special needs and/or preferences, had to conform to the ‘new normal’ in teaching and learning with regard to online learning systems. Also, the early stages of the COVID-19 pandemic was associated with quite a lot of trauma and perturbation that had a global effect on humans. Thus, as a teacher and instructor, I realized that it could be pretty much challenging as well as difficult to adequately implement participatory learning and effective formal assessments in virtual classrooms. Moreover, I could imagine the trauma and anxiety most students were encountering owing to the COVID-19 pandemic.

Taking the aforementioned factors into consideration; I firmly believe these factors had some impact on my teaching/course evaluation score too. Therefore, a new measure which I have chosen to employ in my virtual classes from this point forward, in a bid to promote participatory learning, is to establish flexible office hours for one-on-one explanatory/clarification sessions with my students. Another additional measure, which I shall be implementing to surmount the challenge of effective formal assessments, is to employ authentic assessment techniques based on *High-Technology* tools.

4.2 Reflections on Teaching and Student Learning

With regard to findings from my teaching and supervisory roles thus far; I have come to realize that most students value simplicity of approach and one-to-one discussion guidance/assistance. These which I have discovered are attributes of my teaching which I intend to always maintain as well as improve upon. Therefore, I am aware there is still much room for me to make further improvements; and, with the aid and contributions from my students, I am optimistic of much more positive experiences and improvements with respect to time.

4.3 Future Plans

In the near future, I am planning to incorporate as much technology that will aid and benefit my students in the aspects of better understanding and assimilation. Also, I have plans to collaborate with some of my colleagues and students to set-up and operate an annual academic science conference that will provide undergraduate students (within Canada and beyond) the opportunity and platform to showcase their research projects and findings.

5 Appendix A

Samples of Teaching and Work



SCHOOL OF COMPUTER SCIENCE
COURSE CODE: COMP-2057-30
COURSE TITLE: Introduction to the Internet
SEMESTER: Winter 2020

INSTRUCTOR: Bonaventure Chidube Molokwu
EMAIL: molokwub[at]uwindsor.ca
LECTURES: Thursdays, 7.00pm - 9.50pm, Erie Hall 2123
COURSE WEBSITE: Available on <https://blackboard.uwindsor.ca/>
OFFICE HOURS: Wednesdays, 5.00pm - 7.00pm, Lambton Tower 5112

Course Description:

This course is designed to introduce students to the fundamentals of designing a web page on the World Wide Web (WWW), and how data is represented digitally and transmitted over the Internet by means of protocols and services. Furthermore, a dive into how some software applications for the Internet (for example: web browsers and search engines) work will be explained to the students. The impact of the Internet in today's world (as seen in social media, e-commerce, e-learning, etc.) will also be discussed. Additionally, students will be required to create a website for the World Wide Web (W3) via putting together necessary skills learnt from this course as well as their personal ideas. Where and when it is deemed necessary, tutorial and/or laboratory time may be scheduled as required.

Learning Outcomes:

Upon successful completion of this course, students ought to be able to accomplish the following:

1. Distinguish between the Internet as a network framework and services (like World Wide Web, Email, etc.) which are dependent on the Internet.
2. Explain how the Internet transmits data, and how services operate over the Internet framework.
3. Describe the working principles of web browsers and search engines.
4. List basic tools necessary for the design and development of webpages and websites.
5. Design a standard website and modify webpages for the World Wide Web.
6. Outline the relevance of the Internet in today's society.

Course Textbook(s):

<u>Theoretical</u> Suggested Textbook 1:	Jessica Evans and Ralph Hooper, <i>New Perspectives On The Internet: Comprehensive</i> , Cengage Learning, 10th edition, 2018. OR Gary P. Schneider and Jessica Evans, <i>New Perspectives On The Internet: Comprehensive</i> , Cengage Learning, 9th edition, 2013.
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<u>Practical</u> Suggested Textbook 2:	Jennifer Kyrnin and Julie C. Meloni, <i>SAMS Teach Yourself HTML, CSS, and JavaScript All in One</i> , Sams Publishing, 3rd edition, 2018. OR Julie C. Meloni, <i>SAMS Teach Yourself HTML, CSS, and JavaScript All in One</i> , Pearson Education, 2nd edition, 2012.
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Course Prerequisites:

1. To be eligible for this course, you are expected to have passed either COMP-1047 (Computer Concepts for End-Users) or COMP-2067 (Programming for Beginners) or COMP-1400 (Introduction to Algorithms and Programming I).
2. It is assumed that you have basic knowledge of Microsoft Windows and/or macOS as well as their respective application software.
3. Also, it is assumed that you are able to use text editors and word processors.

Office Hours:

The instructor is best reached via email. Additionally, the instructor can be reached during office hours as well as by appointment. Only emails originating from a valid *University of Windsor* student account will be accepted from students wishing to contact the instructor via email.

Course Evaluation:

Activity	Learning Outcome	Weight	Date/Deadline	Location
Participation	Concepts taught per class/lesson	2%	January 9 - April 2	In-class
Quiz 1	Concepts taught in Lesson 1	4%	End of class, Thursday, January 16	In-class
Quiz 2	Concepts taught in Lessons 1 to 3	4%	End of class, Thursday, January 30	In-class
Assignment 1	Concepts taught in Lessons 1 to 5	10%	11.59pm, Thursday, February 13	via Blackboard
Assignment 2	Concepts taught in Lessons 4 to 6	10%	11.59pm, Thursday, February 27	via Blackboard
Webpage Design	Concepts taught in Lessons 6 to 8	10%	11.59pm, Thursday, March 12	via Blackboard
Website Project	Concepts taught in Lessons 6 to 11	30%	11.59pm, Thursday, April 2	via Blackboard
Final Examination	Concepts covered from Lessons 1 to 12	30%	7.00pm, Wednesday, April 15	Online (Multiple Choice Questions - MCQ)

- The grading scale and key to be used for the final evaluation of this course is available via:
<http://www.uwindsor.ca/registrar/529/grading-key>
- All quizzes and assignments will be based on concepts and topics covered in the previous lessons.

Proposed Study-Time Allocation:

Lectures	Review of Course Resources	Self-Study using Textbook(s)	Assignments & Projects
3 hours	3 hours	3.5 hours	1.5 hour

- Expectedly, every student is encouraged to spend a minimum of 11 hours per week with regard to this course. It is advisable that additional time be dedicated to this course; however, it is dependent on individual student's availability and requirements.

Policy on Late and/or Missed Assessment:

1. There will be no make-up for missed in-class quizzes with exception to cases accompanied by timely, acceptable, and valid reasons/documentations.
2. Any assignment and/or project submitted after the due date posted by the instructor will be scored zero (0) unless there exist a timely, acceptable, and valid reason/documentation.
3. In the absence of a timely, acceptable, and valid reason/documentation; failure to partake in any assessment will result in a score of zero (0). However, if a timely, acceptable, and valid written documentation is submitted; the instructor may consider making alternate arrangement(s) for the affected student. If an assessment is missed based on a valid medical or emergency reason (valid proof and documentation required), the weight of the student's subsequent assessment will be manually adjusted to accommodate the weight of the missed assessment.

Course Assessment Policy:

1. In accordance with Senate policy, Student Evaluation of Teaching (SET) will be conducted during the last 2 weeks of this course.
2. PLAGIARISM: If a student's code/submission is suspected for plagiarism (via a plagiarism-detection software); that code and/or submission will not be graded, and the student(s) involved will be reported to the Head of Department and the Dean of Science for necessary disciplinary actions. Refer to the university's policies, regarding *Academic Integrity* and *Student Code of Conduct*, as contained in the senate bylaws (<http://www.uwindsor.ca/academic-integrity/>).
3. Misconduct during assessment will not be condoned in this course. The instructor and Graduate/Teaching Assistants (G/TAs) will report any proven case of academic misconduct to the Head of Department. Upon provision of sufficient evidence, the Head of Department will take necessary actions in accordance with the university's policy (<http://www.uwindsor.ca/academic-integrity/>) regarding *Academic Integrity*. The following actions, but are not limited to, will be regarded as misconduct during an assessment:
 - Copying from another student during an assessment (assignment, project, exam, etc.).
 - Referring to materials (notes, textbooks, etc.) during an assessment.
 - Not sitting at your pre-assigned seat during an assessment.
 - Communicating with another student, in any form/manner, during an assessment.
 - Having access to the assessment booklet prior to the formal start of the assessment.

- Asking a GA/TA for the answer(s) to a question during an assessment.
 - Presenting another person's work as your own.
 - Modifying your answers after they have been scored or graded.
 - Refusing to obey the instructions of the officer(s) in charge of the assessment.
4. All students must abide by all the university's policies as spelt out in the senate bylaws (<http://www.uwindsor.ca/aauheads/resources/bylaws-policies-procedures.html>).

Additional and Important Information:

1. The due date for every assessment and/or submission is available on the course website via <https://blackboard.uwindsor.ca/>
2. In a bid to accommodate a vast majority of the students; the instructor reserves the right to amend assessments' due time and dates in accordance with the university's policies.
3. Attendance and student participation are essential to succeed in this course. You are encouraged to ask questions when and/or where necessary.
4. Announcement(s) regarding the teaching, learning, and assessment of this course will be posted on the course website via <https://blackboard.uwindsor.ca/>
5. The course website should be regarded as a complementary source of information and not as a primary reference. It is the responsibility of the student to attend classes and keep up with the latest course contents and announcements. Note that the course website is not guaranteed to be up-to-date or accurate at all times. Any student who relies solely on the website information, contrary to this warning notification, may place him/herself in academic jeopardy.
6. If you have any special need or challenge (for example: learning disabilities, attention deficit hyperactivity disorder, physical disabilities, etc.); kindly visit the Student Accessibility Services (Room 117, Dillon Hall; +1 519-253-3000 ext.3288) to aid in minimizing the impact(s) of your challenge on your academic performance - <http://www.uwindsor.ca/studentaccessibility/>

Course Schedule (Tentative):

Week	Date	Lesson/Topic	Reference(s)
1	Jan. 9	Introduction to Digital Data/Information & Number Systems	Module 10 (Evans & Hooper)
2	Jan. 16	Encoding Text using Binary & Encoding Images using Binary	Module 10 (Evans & Hooper)
2		<i>Jan. 17: Last day for late registration and change of courses</i>	
3	Jan. 23	The Internet & its Infrastructure	Appendix A (Evans & Hooper) Module 7 (Evans & Hooper)
4	Jan. 30	Internet Addressing, Domain Name System (DNS), and Network Packets	Appendix A (Evans & Hooper)
5	Feb. 6	Routing & Internet Security	Module 6 (Evans & Hooper)
6	Feb. 13	Introduction to HTML	Module 8 (Evans & Hooper)
7		<i>Feb. 15 - 23: Reading Week</i>	
8	Feb. 27	Formatting Text, Images, and Links using HTML	Module 8 (Evans & Hooper) Chapters 5, 7, 8 (Kyrnin & Meloni)
9	Mar. 5	Working with HTML Lists, Tables, & Styling	Chapter 5, 6, 8 (Kyrnin & Meloni)
10	Mar. 12	Introduction to CSS & HTML Styling using CSS	Chapter 10, 11 (Kyrnin & Meloni)
10		<i>Mar. 13: Last day to voluntarily withdraw from Winter term courses</i>	
11	Mar. 19	Web Browser Basics & Using Email Service	Module 1, 2 (Evans & Hooper)
12	Mar. 26	Searching the WWW & Information on the World Wide Web (W3)	Module 2, 3, 4 (Evans & Hooper)
13	Apr. 2	Impact of the Internet & Revision	Module 5, 9 (Evans & Hooper)



SCHOOL OF COMPUTER SCIENCE
COURSE CODE: COMP-2097-91
COURSE TITLE: Social Media and Mobile Technology for End Users
SEMESTER: Intersession/Summer 2020

INSTRUCTOR: Bonaventure Chidube Molokwu
EMAIL: molokwub[at]uwindsor.ca
WEBSITE: Available on <https://blackboard.uwindsor.ca/>
LECTURES: Thursdays, Asynchronous Online Learning (via Blackboard)
OFFICE HOURS: Thursdays, 5.00pm - 7.00pm, Online (e-mails & Blackboard)

Course Description:

This course is designed to review, analyze, and understand the use of social media platforms/channels or services (such as Instagram™, Facebook™, Twitter™, LinkedIn™, etc.) and the use of mobile technologies (such as SMS/MMS, mobile devices - laptops, iOS™ devices, Android devices, etc.). The topics to be covered include: a comprehensive review of mobile technologies and selected social media platforms/channels/services; use of mobile technologies and social media platforms/channels or services for knowledge sharing as well as group interaction; security and privacy; ethical principles in social media platforms/channels/services; methods for analyzing end-user requirements for a social media platform/channel/service/application; strategies for designing, implementing, and maintaining an ethically-sound social media campaign; and measurement as well as assessment of social media analytics using industry-standard tools and techniques. *N.B.: This course may not be taken to fulfill the major requirements of any major or joint major in Computer Science.*

Learning Outcomes:

Upon successful completion of this course, students ought to be able to accomplish the following:

- (1) Define social media as well as mobile technologies in vogue via stating relevant examples.
- (2) Evaluate the societal importance of social media and mobile technology with respect to their current real-world applications.
- (3) Assess and revise the use of social media platforms with regard to personal and/or business purpose.
- (4) Identify best practices and implement these in developing a professional online profile as well as social-media network.
- (5) Formulate, build, evaluate, and manage individual social-media campaign(s) targeted for business and/or not-for-profit organization(s).
- (6) Explore and apply ethical/standard principles with respect to advertising, technology, and social networking.
- (7) Recognize the importance of analytics and metrics, via industry-standard tools and techniques, with regard to social media performance and goals.
- (8) Examine and discuss privacy as well as copyright policies, and the laws/regulations governing the conduct of entities/users in social-media networks and platforms.

Course Textbook(s):

<u>Required Textbook</u>	Jeremy H. Lipschultz, <i>Social Media Measurement and Management: Entrepreneurial Digital Analytics</i> , Routledge (Taylor & Francis), 1st edition, 2019. OR 1:
	Jeremy H. Lipschultz, <i>Social Media Communication: Concepts, Practices, Data, Law and Ethics</i> , Routledge (Taylor & Francis), 2nd edition, 2017.
<u>Recommend Textbook</u>	Jan Zimmerman and Deborah Ng, <i>Social Media Marketing All-in-One</i> , John Wiley & Sons, Inc., 4th edition, 2017.
2:	

Course Prerequisites:

1. It is assumed that you have basic knowledge of Microsoft Windows and/or macOS as well as their respective application software.
2. Also, it is assumed that you are able to use text editors and word processors.

Office Hours:

The instructor is best reached via email. Additionally, the instructor can be reached during office hours as well as by appointment. Only emails originating from a valid *University of Windsor* student account will be accepted from students wishing to contact the instructor via email.

Course Evaluation:

Activity	Learning Outcome	Weight	Date/Deadline	Location
Quiz 1	Concepts taught in Lesson 1	5%	5.00pm - 11.59pm, Thursday, May 28	Online - via iClicker
Quiz 2	Concepts taught in Lessons 1 to 3	10%	5.00pm - 11.59pm, Thursday, June 11	Online - via iClicker
Assignment 1	Concepts taught in Lessons 1 to 5	10%	11.59pm, Thursday, June 25	Online - via Blackboard
Assignment 2	Concepts taught in Lessons 3 to 6	15%	11.59pm, Thursday, July 16	Online - via Blackboard
Project 1	Concepts taught in Lessons 5 to 9	20%	11.59pm, Thursday, July 30	Online - via Blackboard
Project 2	Concepts taught in Lessons 7 to 11	20%	11.59pm, Thursday, August 13	Online - via Blackboard
Final Examination	Concepts covered from Lessons 1 to 12	20%	3.30pm, Friday, August 28	Online (Multiple Choice Questions - MCQ)

- The grading scale and key to be used for the final evaluation of this course is available via: <http://www.uwindsor.ca/registrar/529/grading-key>
- All quizzes and assignments will be based on concepts and topics covered in the previous lessons.

Proposed Study-Time Allocation:

Lectures Review of Course Resources Self-Study using Textbook(s) Assignments & Projects			
3 hours	3 hours	3.5 hours	1.5 hour

- Expectedly, every student is encouraged to spend a minimum of 11 hours per week with regard to this course. It is advisable that additional time be dedicated to this course; however, it is dependent on individual student's availability and requirements.

Policy on Late and/or Missed Assessment:

1. There will be no make-up for missed in-class quizzes with exception to cases accompanied by timely, acceptable, and valid reasons/documentations.
2. Any assignment and/or project submitted after the due date posted by the instructor will be scored zero (0) unless there exist a timely, acceptable, and valid reason/documentation.
3. In the absence of a timely, acceptable, and valid reason/documentation; failure to partake in any assessment will result in a score of zero (0). However, if a timely, acceptable, and valid written documentation is submitted; the instructor may consider making alternate arrangement(s) for the affected student. If an assessment is missed based on a valid medical or emergency reason (valid proof and documentation required), the weight of the student's subsequent assessment will be manually adjusted to accommodate the weight of the missed assessment.

Course Assessment Policy:

1. In accordance with Senate policy, Student Evaluation of Teaching (SET) will be conducted during the last 2 weeks of this course.
2. PLAGIARISM: If a student's code/submission is suspected for plagiarism (via a plagiarism-detection software); that code and/or submission will not be graded, and the student(s) involved will be reported to the Head of Department and the Dean of Science for necessary disciplinary actions. Refer to the university's policies, regarding *Academic Integrity* and *Student Code of Conduct*, as contained in the senate bylaws (<http://www.uwindsor.ca/academic-integrity/>).
3. Misconduct during assessment will not be condoned in this course. The instructor and Graduate/Teaching Assistants (G/TAs) will report any proven case of academic misconduct to the Head of Department. Upon provision of sufficient evidence, the Head of Department will take necessary actions in accordance with the university's policy (<http://www.uwindsor.ca/academic-integrity/>) regarding *Academic Integrity*. The following actions, but are not limited to, will be regarded as misconduct during an assessment:
 - Copying from another student during an assessment (assignment, project, exam, etc.).
 - Referring to materials (notes, textbooks, etc.) during an assessment.
 - Not sitting at your pre-assigned seat during an assessment.
 - Communicating with another student, in any form/manner, during an assessment.
 - Having access to the assessment booklet prior to the formal start of the assessment.

- Asking a GA/TA for the answer(s) to a question during an assessment.
 - Presenting another person's work as your own.
 - Modifying your answers after they have been scored or graded.
 - Refusing to obey the instructions of the officer(s) in charge of the assessment.
4. All students must abide by all the university's policies as spelt out in the senate bylaws (<http://www.uwindsor.ca/aauheads/resources/bylaws-policies-procedures.html>).

Additional and Important Information:

1. The due date for every assessment and/or submission is available on the course website via <https://blackboard.uwindsor.ca/>
2. In a bid to accommodate a vast majority of the students; the instructor reserves the right to amend assessments' due time and dates in accordance with the university's policies.
3. Attendance and student participation are essential to succeed in this course. You are encouraged to ask questions when and/or where necessary.
4. Announcement(s) regarding the teaching, learning, and assessment of this course will be posted on the course website via <https://blackboard.uwindsor.ca/>
5. The course website should be regarded as a complementary source of information and not as a primary reference. It is the responsibility of the student to attend classes and keep up with the latest course contents and announcements. Note that the course website is not guaranteed to be up-to-date or accurate at all times. Any student who relies solely on the website information, contrary to this warning notification, may place him/herself in academic jeopardy.
6. If you have any special need or challenge (for example: learning disabilities, attention deficit hyperactivity disorder, physical disabilities, etc.); kindly visit the Student Accessibility Services (Room 117, Dillon Hall; +1 519-253-3000 ext.3288) to aid in minimizing the impact(s) of your challenge on your academic performance - <http://www.uwindsor.ca/studentaccessibility/>

Course Schedule (Tentative):

Lesson	Date	Topic of Lecture	Reference(s)
1	May 21	Introduction to Cybersociety, Social Media and its Concepts	Chapter 1 (J. H. Lipschultz) Bk. 1 - Chap. 1 (Zimmerman & Ng)
2	May 28	Computer-mediated communication (CMC), Diffusion and Social Theories	Chapter 2 (J. H. Lipschultz) Bk. 2 - Chap. 1 (Zimmerman & Ng)
<i>Jun. 1: Last day for late registration and change of courses</i>			
3	Jun. 4	Cybersociety Ethics & Social Media Marketing Plan	Chapters 10, 11 (J. H. Lipschultz) Bk. 1 - Chap. 1 (Zimmerman & Ng)
4	Jun. 11	Social Media Monitoring & Laws/Regulations in Cybersocieties	Bk. 2 - Chap. 1 (Zimmerman & Ng) Chapters 8, 9 (J. H. Lipschultz)
5	Jun. 18	Social Media Metrics and Analytics	Chapter 6 (J. H. Lipschultz) Bk. 1 - Chap. 2 (Zimmerman & Ng) Bk. 2 - Chap. 5 (Zimmerman & Ng)
6	Jun. 25	Personal/Self Promotion via LinkedIn	Bk. 6 - Chap. 1 (Zimmerman & Ng) Bk. 2 - Chap. 2 (Zimmerman & Ng)
<i>Jun. 27 - Jul. 5: Reading Week</i>			
7	Jul. 9	Business Promotion via LinkedIn	Bk. 6 - Chap. 2 (Zimmerman & Ng) Bk. 6 - Chap. 3 (Zimmerman & Ng) Bk. 6 - Chap. 4 (Zimmerman & Ng) Bk. 8 - Chap. 5 (Zimmerman & Ng)
8	Jul. 16	Introduction to Social Media Campaign	Book 3 (Zimmerman & Ng)
9	Jul. 23	Design/Implementation of Campaigns for Cybersocieties & Social Media via Facebook	Book 5 (Zimmerman & Ng) Book 8 (Zimmerman & Ng)
<i>Jul. 27: Last day to voluntarily withdraw from Summer term courses</i>			
10	Jul. 30	Analysis and Measurement of Campaigns for Cybersocieties & Social Media	Book 9 (Zimmerman & Ng)
11	Aug. 6	The Future of Social Media and Information Literacy	Chapter 12 (J. H. Lipschultz)
12	Aug. 13	Revision	(J. H. Lipschultz) and (Zimmerman & Ng)



SCHOOL OF COMPUTER SCIENCE
COURSE CODE: COMP-2057-30
COURSE TITLE: Introduction to the Internet
SEMESTER: Winter 2021

INSTRUCTOR: Bonaventure Chidube Molokwu
EMAIL: molokwub[at]uwindsor.ca
WEBSITE: Available on <https://blackboard.uwindsor.ca/>
LECTURES: Thursdays, Asynchronous Online Learning (via BlackboardTM)
OFFICE HOURS: Thursdays, 5.00pm - 7.00pm, Online (e-mail & BlackboardTM)

Course Description:

This course is designed to introduce students to the fundamentals of designing a webpage as well as a website on the World Wide Web (WWW). Also, this course introduces how data is digitally represented and transmitted over the Internet by means of protocols and services. Furthermore, a dive into the working principles of some software applications for the Internet (e.g. web browsers and search engines) will be explained to the students. The impact of the Internet in today's world (as seen in e-commerce, e-learning, cybersocieties, social media channels/platforms/services, etc.) will also be discussed. Additionally, in this course, students shall be (practically) required to create webpages and a website for the World Wide Web (W3). Hence, to accomplish the practical aspects of this course, students are expected to put together necessary skills learnt from this course as well as their personal ideas. Where and when it is deemed necessary, tutorial and/or laboratory time may be scheduled as required.

Learning Outcomes:

Upon successful completion of this course, students ought to be able to accomplish the following:

1. Distinguish between the Internet (as a network framework) and services (like World Wide Web, Email, etc.) which are dependent on the Internet.
2. Explain how the Internet transmits data, and how services operate over the Internet framework.
3. Describe the working principles of web browsers and search engines.
4. List basic tools necessary for the design and development of standard webpages and websites.
5. Design and modify a standardized webpage for the World Wide Web.
6. Design a website, comprising several standard webpages, for the World Wide Web.
7. Outline the relevance of the Internet in today's society.

Course Textbook(s):

Theoretical | Jessica Evans and Ralph Hooper, *New Perspectives On The Internet: Comprehensive*,
Textbook 1: Cengage Learning, 10th edition, 2018.

Practical | Jennifer Kyrnin and Julie C. Meloni, *SAMS Teach Yourself HTML, CSS, and JavaScript All in One*, Sams Publishing, 3rd edition, 2018.
Textbook 2:

Course Prerequisites:

1. To be eligible for this course, you are expected to have passed either COMP-1047 (Computer Concepts for End-Users) or COMP-2067 (Programming for Beginners) or COMP-1400 (Introduction to Algorithms and Programming I).
2. It is assumed that you have basic knowledge of Microsoft Windows and/or macOS as well as their respective application software.
3. Also, it is assumed that you are able to use text editors and word processors.

Office Hours:

The instructor is best reached via email. Additionally, the instructor can be reached during office hours as well as by appointment. Only emails, which originate from a valid *University of Windsor* student account, will be acknowledged with regard to students wishing to contact the instructor via email.

Course Evaluation:

Activity	Learning Outcome	Weight	Date/Deadline	Location
Class Participation	Concepts taught per class/lesson	3%	11.59pm, Friday, Weekly	Online - via MentimeterTM and BlackboardTM
Quiz 1	Concepts taught in Lesson 1	3%	11.59am - 11.59pm, Thursday, January 14	Online - via BlackboardTM
Quiz 2	Concepts taught in Lessons 1 to 3	4%	11.59am - 11.59pm, Thursday, January 28	Online - via BlackboardTM
Assignment 1	Concepts taught in Lessons 1 to 5	10%	11.59pm, Thursday, February 11	Online - via BlackboardTM
Assignment 2	Concepts taught in Lessons 4 to 6	10%	11.59pm, Thursday, February 25	Online - via BlackboardTM
Webpage Design	Concepts taught in Lessons 6 to 8	10%	11.59pm, Thursday, March 11	Online - via BlackboardTM
Website Project	Concepts taught in Lessons 6 to 11	30%	11.59pm, Thursday, April 1	Online - via BlackboardTM
Final Examination	Concepts covered from Lessons 1 to 12	30%	7.00pm, Wednesday, April 14	Online (Multiple Choice Questions - MCQ)

1. The grading scale and key to be used for the final evaluation of this course is available via: <http://www.uwindsor.ca/registrar/529/grading-key>
2. All quizzes and assignments will be based on concepts and topics covered in the previous lessons.

Proposed Study-Time Allocation:

Lectures	Review of Course Resources	Self-Study using Textbook(s)	Assignments & Projects
3 hours	3 hours	3.5 hours	1.5 hour

- Expectedly, every student is encouraged to spend a minimum of 11 hours per week with regard to this course. It is advisable that additional time be dedicated to this course; however, it is dependent on individual student's availability and requirements.

Policy on Class Participation (via **MentimeterTM Web Application** and **BlackboardTM Discussion Board**):

- Kindly refer to the syllabus document entitled: "*Active Learning via MentimeterTM Web Application and BlackboardTM Discussion Board*". This document is available in the **Syllabus** content area, of the course website on **BlackboardTM**, for precise information regarding class discussion and participation etiquette/guidelines for this course.

Policy on Late and/or Missed Assessment:

1. There will be no make-up for missed in-class quizzes with exception to cases accompanied by timely, acceptable, and valid reasons/documentations.
2. Any assignment and/or project submitted after the due date posted by the instructor will be scored zero (0) unless there exist a timely, acceptable, and valid reason/documentation.
3. In the absence of a timely, acceptable, and valid reason/documentation; failure to partake in any assessment will result in a score of zero (0). However, if a timely, acceptable, and valid written documentation is submitted; the instructor may consider making alternate arrangement(s) for the affected student. If an assessment is missed based on a valid medical or emergency reason (valid proof and documentation required), the weight of the student's subsequent assessment will be manually adjusted to accommodate the weight of the missed assessment.

Course Assessment Policy:

1. In accordance with Senate policy, Student Evaluation of Teaching (SET) will be conducted during the last 2 weeks of this course.
2. PLAGIARISM: If a student's code/submission is suspected for plagiarism (via a plagiarism-detection software); that code and/or submission will not be graded, and the student(s) involved will be reported to the Head of Department and the Dean of Science for necessary disciplinary actions. Refer to the university's policies, regarding *Academic Integrity* and *Student Code of Conduct*, as contained in the senate bylaws (<http://www.uwindsor.ca/academic-integrity/>).
3. Misconduct during assessment will not be condoned in this course. The instructor and Graduate/Teaching Assistants (G/TAs) will report any proven case of academic misconduct to the Head of Department. Upon provision of sufficient evidence, the Head of Department will take necessary actions in accordance with the university's policy (<http://www.uwindsor.ca/academic-integrity/>) regarding *Academic Integrity*. The following actions, but are not limited to, will be regarded as misconduct during an assessment:

- Copying from another student during an assessment (assignment, project, exam, etc.).
 - Referring to materials (notes, textbooks, etc.) during a closed-book assessment.
 - Not sitting at your pre-assigned seat during an assessment.
 - Communicating with another student, in any form/manner, during an assessment.
 - Having access to the assessment booklet prior to the formal start of the assessment.
 - Asking a GA/TA for the answer(s) to a question during an assessment.
 - Presenting another person's work as your own.
 - Modifying your answers after they have been scored or graded.
 - Refusing to obey the instructions of the officer(s) in charge of the assessment.
4. All students must abide by all the university's policies as spelt out in the senate bylaws (<http://www.uwindsor.ca/aauheads/resources/bylaws-policies-procedures.html>).

Sexual Misconduct Policy:

1. The University of Windsor values dignity, respect, and equality for all individuals; and strives to foster an atmosphere of healthy attitudes as well as behaviors towards sexuality, sex, and gender. Thus, the University is committed to maintaining a healthy and safe learning, living, social, recreational, and working environment.
2. All forms of sexual misconduct (including, but are not limited to: verbal harassment, non-consensual sexual contact, online harassment, non-consensual sharing of images, etc.) jeopardize the mental, physical, and emotional welfare of our students and employees; as well as the safety of the campus community and the reputation of the University. Anyone who has experienced sexual misconduct deserves support. Regardless of whether the incident occurred recently or many years ago, you deserve support now.
3. If you wish to speak confidentially about an incident of sexual misconduct, please contact the Sexual Misconduct Response and Prevention Office: [svsupport\[at\]uwindsor.ca](mailto:svsupport[at]uwindsor.ca). Please note, you do not have to formally report your experience in order to receive support, resources, and guidance. If you would like to consider filing a formal complaint with the University, or have questions about policies and procedures regarding sexual misconduct; the Office can also provide this information and assist with the process.

Students with Mental Health Issues:

1. **"Feeling Overwhelmed?"** From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone. For help addressing mental or physical health concerns on campus, contact [+1 \(519\) 253-3000](tel:+1(519)253-3000):
 - Student Health Services: [+1 \(519\) 253-3000 ext. 7002](tel:+1(519)253-3000) (<http://www.uwindsor.ca/studenthealthservices/>)
 - Student Counselling Centre: [+1 \(519\) 253-3000 ext. 4616](tel:+1(519)253-3000) (<http://www.uwindsor.ca/studentcounselling/>)
 - Peer Support Centre: [+1 \(519\) 253-3000 ext. 4551](tel:+1(519)253-3000)

2. **24-Hour Support is Available.** *My Student Support Program (MySSP)* is an immediate and fully confidential 24/7 mental health support that can be accessed for free through chat, online, and telephone. This service is available to all University of Windsor students and offered in over 30 languages. Call/Dial: [1 \(844\) 451-9700](tel:18444519700) or visit <https://keepmesafe.myisspp.com/> or download the *MySSP* application via AppleTM/GoogleTM App Store.
3. A full list of on-campus and off-campus resources is available via <http://www.uwindsor.ca/wellness>.
4. Should you need to request alternative accommodation; contact your instructor, departmental head, or associate dean. For the revised bylaws, go to: <http://www.uwindsor.ca/policies>.
5. Both mental and physical health issues are a basis for requesting an alternative evaluation or accommodation.

Additional and Important Information:

1. The due date for every assessment and/or submission is available on the course website via <https://blackboard.uwindsor.ca/>
2. In a bid to accommodate a vast majority of the students; the instructor reserves the right to amend assessments' due time and dates in accordance with the university's policies.
3. Attendance and student participation are essential to succeed in this course. You are encouraged to ask questions when and/or where necessary.
4. Announcement(s) regarding the teaching, learning, and assessment of this course will be posted on the course website via <https://blackboard.uwindsor.ca/>
5. No student is allowed to take a course more than two times (twice) without permission from the Associate Dean of Science.
6. The course website should be regarded as a complementary source of information and not as a primary reference. It is the responsibility of the student to attend classes and keep up with the latest course contents and announcements. Note that the course website is not guaranteed to be up-to-date or accurate at all times. Any student who relies solely on the website information, contrary to this warning notification, may place him/herself in academic jeopardy.
7. If you have any special need or challenge (for example: learning disabilities, attention deficit hyperactivity disorder, physical disabilities, etc.); kindly visit the Student Accessibility Services (Room 117, Dillon Hall; +1 519-253-3000 ext.3288) to aid in minimizing the impact(s) of your challenge on your academic performance - <http://www.uwindsor.ca/studentaccessibility/>

Course Schedule (Tentative):

Week	Date	Lesson/Topic	Reference(s)
1	Jan. 7	Introduction to Digital Data/Information & Number Systems	Module 10 (Evans & Hooper)
2	Jan. 14	Encoding Text using Binary & Encoding Images using Binary	Module 10 (Evans & Hooper)
<i>Jan. 20: Last day for late registration and change of courses</i>			
3	Jan. 21	The Internet & its Infrastructure	Appendix A (Evans & Hooper) Module 7 (Evans & Hooper)
4	Jan. 28	Internet Addressing, Domain Name System (DNS), and Network Packets	Appendix A (Evans & Hooper)
<i>Feb. 3: Financial Drop Date for Winter 2021</i>			
5	Feb. 4	Routing & Internet Security	Module 6 (Evans & Hooper)
6	Feb. 11	Introduction to HTML	Module 8 (Evans & Hooper)
7	<i>Feb. 13 - 21: Reading Week</i>		
8	Feb. 25	Formatting Text, Images, and Links using HTML	Module 8 (Evans & Hooper) Chapters 5, 7, 8 (Kyrnin & Meloni)
9	Mar. 4	Working with HTML Lists, Tables, & Styling	Chapter 5, 6, 8 (Kyrnin & Meloni)
10	Mar. 11	Introduction to CSS & HTML Styling using CSS	Chapter 10, 11 (Kyrnin & Meloni)
<i>Mar. 17: Last day to voluntarily withdraw from Winter term courses</i>			
11	Mar. 18	Web Browser Basics & Using Email Service	Module 1, 2 (Evans & Hooper)
12	Mar. 25	Searching the WWW & Information on the World Wide Web (W3)	Module 2, 3, 4 (Evans & Hooper)
13	Apr. 1	Impact of the Internet & Revision	Module 5, 9 (Evans & Hooper)



SCHOOL OF COMPUTER SCIENCE
COURSE CODE: COMP-2057-30
COURSE TITLE: Introduction to the Internet
SEMESTER: Winter 2020

INSTRUCTOR: Bonaventure Chidube Molokwu
EMAIL: molokwub[at]uwindsor.ca
LECTURES: Thursdays, 7.00pm - 9.50pm, Erie Hall 2123
COURSE WEBSITE: Available on <https://blackboard.uwindsor.ca/>
OFFICE HOURS: Wednesdays, 5.00pm - 7.00pm, Lambton Tower 5112

iClicker Classroom Polling System

Introduction:

In this course, I will be using the *iClicker classroom polling system* to aggregate class participation, and your submissions for quizzes 1 and 2. *iClicker classroom polling system* is an active learning tool that I will be utilizing in order to make our time in class more engaging. This will help me understand what you know, give everyone a chance to participate, and increase how much you learn within the scope of this course. Also, this active learning approach will provide you with feedback on how well you are comprehending the course concepts, and help you master challenging concepts.

Evaluation:

Participating in the iClicker sessions will be counted towards your final grade (100%). In this regard: quiz 1 will be worth 4%, quiz 2 will be worth 4%, and class participation will be worth 2%. In explicit terms, you will earn 2 points for each question you answer correctly during each quiz. Ideally, each quiz will be comprised of 5 short questions to be attempted within 10 - 15 minutes (*this may be subject to change at the instructor's discretion*).

Student's Requirement:

You are REQUIRED to bring a computing device to participate in the iClicker sessions during each class. I will be allowing participation with the [iClicker Reef app](#) on a smartphone, tablet, laptop, or with iClicker remotes. It is your responsibility to set up your *iClicker Reef* account (or iClicker remote) in a timely fashion using the steps below to properly register your *iClicker Reef* account in my course. It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention within 48 hours.

iClicker Reef Account Setup (*See Figures 1 - 8*):

In order to participate in the iClicker sessions and ensure that your grades are properly reflected in the gradebook (both on blackboard and iClicker), follow the steps below:

1. As a first-timer student, log into the course homepage on <https://blackboard.uwindsor.ca/> and click on the iClicker link via: *Resources → iClicker Reef*. Then click on the “Launch” button to begin your registration process. NOTE: YOU ARE EXPECTED TO CLICK ON THE iClicker LINK FROM THE COURSE WEBSITE ON BLACKBOARD SO AS TO ENSURE THAT YOUR iClicker ACCOUNT AND GRADES ARE ACCURATELY SYNCHRONIZED.
2. If you do not have an *iClicker Reef* account, create one by clicking on the “Sign Up!” button. It is free to create an account. Additionally, if you already have an account, DO NOT create a new one; you can only receive credit from one account.

3. Type in *University of Windsor*, select it as your institution; and click on the “Next” button to confirm your institution.
4. Fill out your credentials. **NOTE:** YOU MUST INCLUDE YOUR UWinID.
5. REGISTRATION VIA THE COURSE WEBSITE ON BLACKBOARD SHOULD AUTOMATICALLY ADD THIS COURSE (COMP-2057-30) TO YOUR COURSES LIST. End!
6. However, if you are unable to find this course in your courses list (based on Step 5 above); then you will need to add it manually by selecting the “+” button at the page’s top-right corner.
7. Type in *University of Windsor* as your institution and/or select it from the list; then search for this course by its title: *Introduction to the Internet* and click on it to select it.
8. Thereafter, click on the “Add This Course” button to add it to your courses list. End!

Participation (Active Learning) using your iClicker Reef Account:

1. You can logon (with your [email](#) and [password](#)) to your *iClicker Reef* account using your PC’s or laptop’s web browser to: iclicker.com. Alternatively, you can download the *iClicker Reef* mobile app from [Apple Store](#) or [Google Play](#); and logon with your credentials.
2. Each time the class meets, make sure you are logged in and have selected the course from the main screen of your *iClicker Reef* account.
3. When I start a session, click the “Join” button that appears on your screen, then answer each question I ask in the *iClicker Reef* application.
4. For short-answer, numeric, and target questions; make sure you hit the “Send” button.
5. I have turned on a GPS location requirement for *iClicker Reef* application in our class. If you are not physically in class when you try to join with the *iClicker Reef* app; you will not be counted as present and will not be able to respond to the quizzing/polling questions.
6. You will need to allow the device you are using to reveal your location in order to successfully check in.
7. If you have any issues with your device’s location settings, refer to the [Attendance Geolocation Troubleshooting Guide](#).
8. You can review your grades, performance, and participation from your *iClicker Reef* account.

Academic Integrity Information:

iClicker activities fall under the provisions of the university’s academic honesty policy. Kindly refer to the university’s policies, regarding *Academic Integrity* and *Student Code of Conduct*, as contained in the senate bylaws (<http://www.uwindsor.ca/academic-integrity/>). Students must not engage in academic dishonesty while participating in iClicker activities. Misconduct during any assessment, in any form whatsoever, will not be tolerated in this course. Assessment misconduct may include but is not limited to:

1. Checking in while not physically in class.
2. Having another student check you into the class.

3. Answering quiz and/or poll questions while not physically in class.
4. Looking at other students' devices while answering live questions.
5. Using more than one *iClicker account* at a time.

Any student found to be in violation of these rules will lose their iClicker points for the entire term, and will be reported to the Dean of Science for appropriate disciplinary actions.

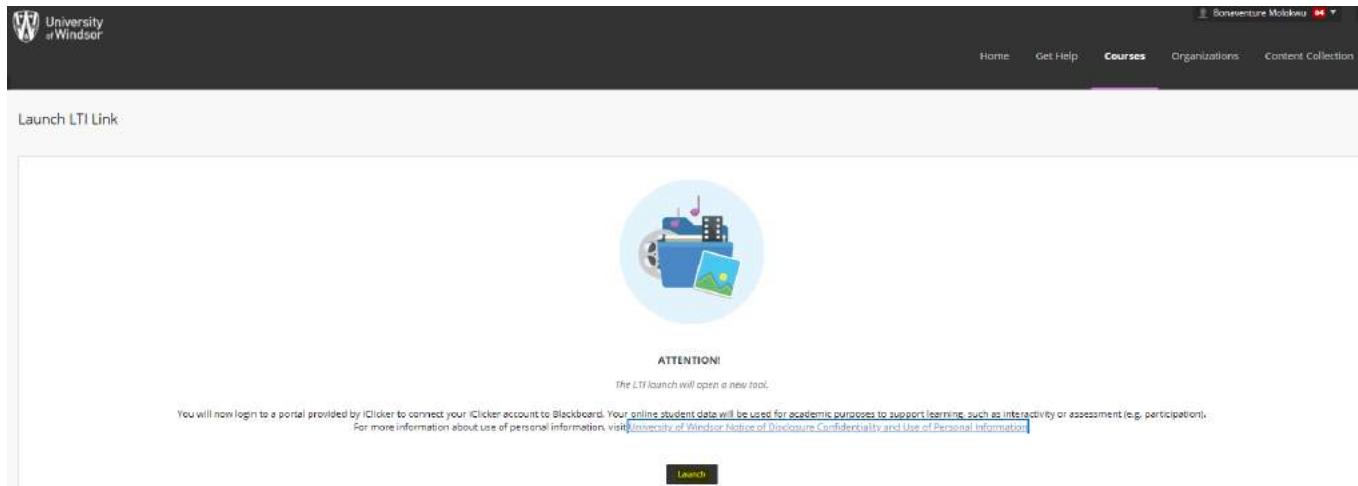


Figure 1: Step 1 - Student's *iClicker Reef* registration page

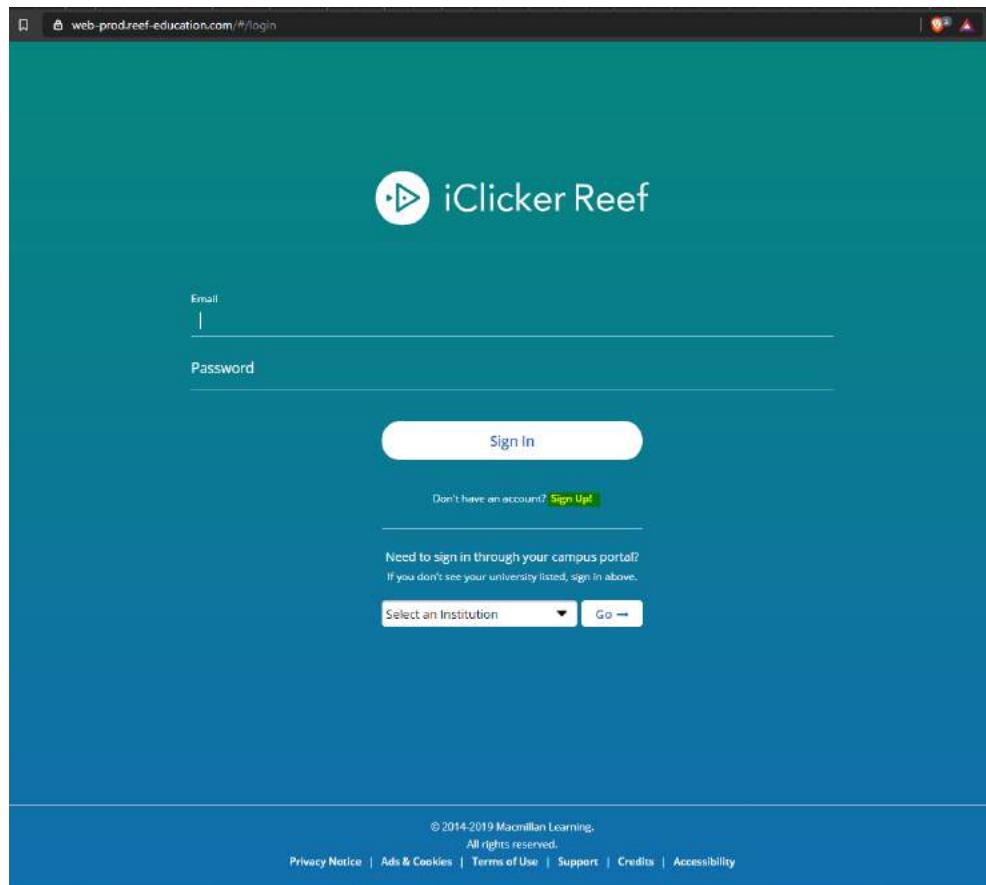


Figure 2: Step 2 - Student's *iClicker Reef* registration page

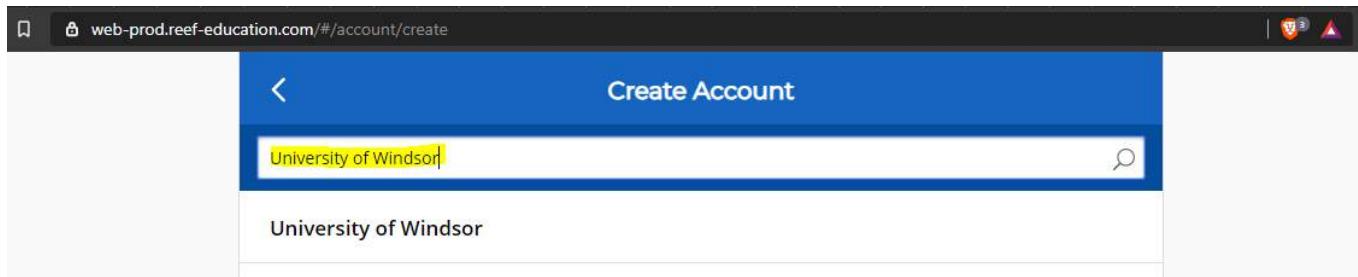


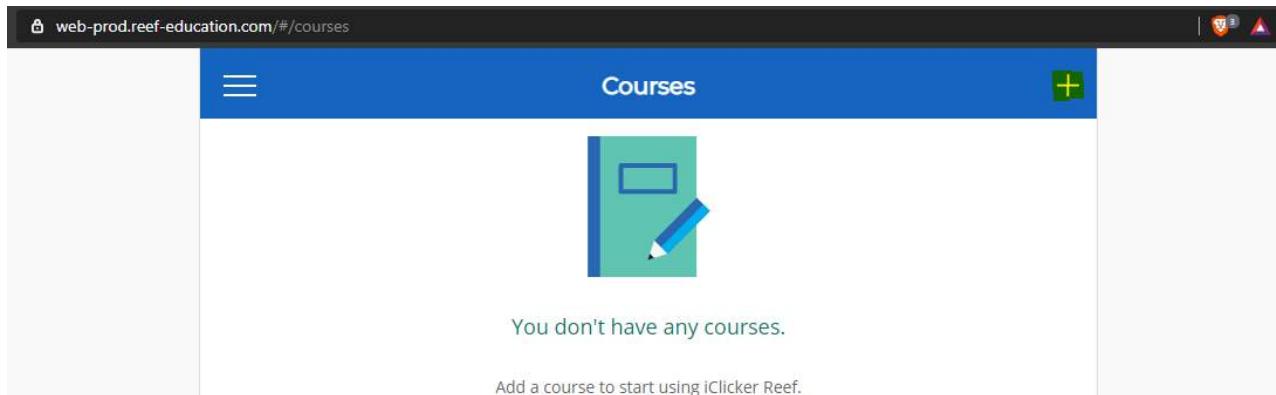
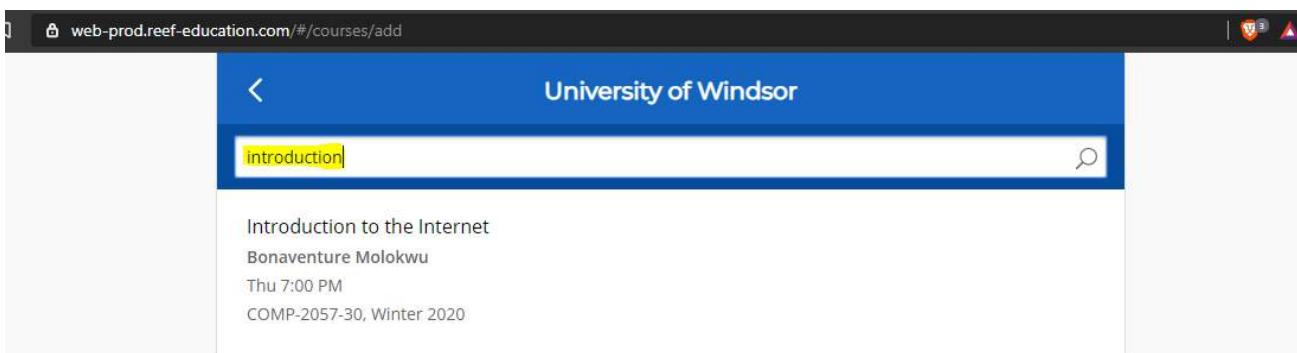
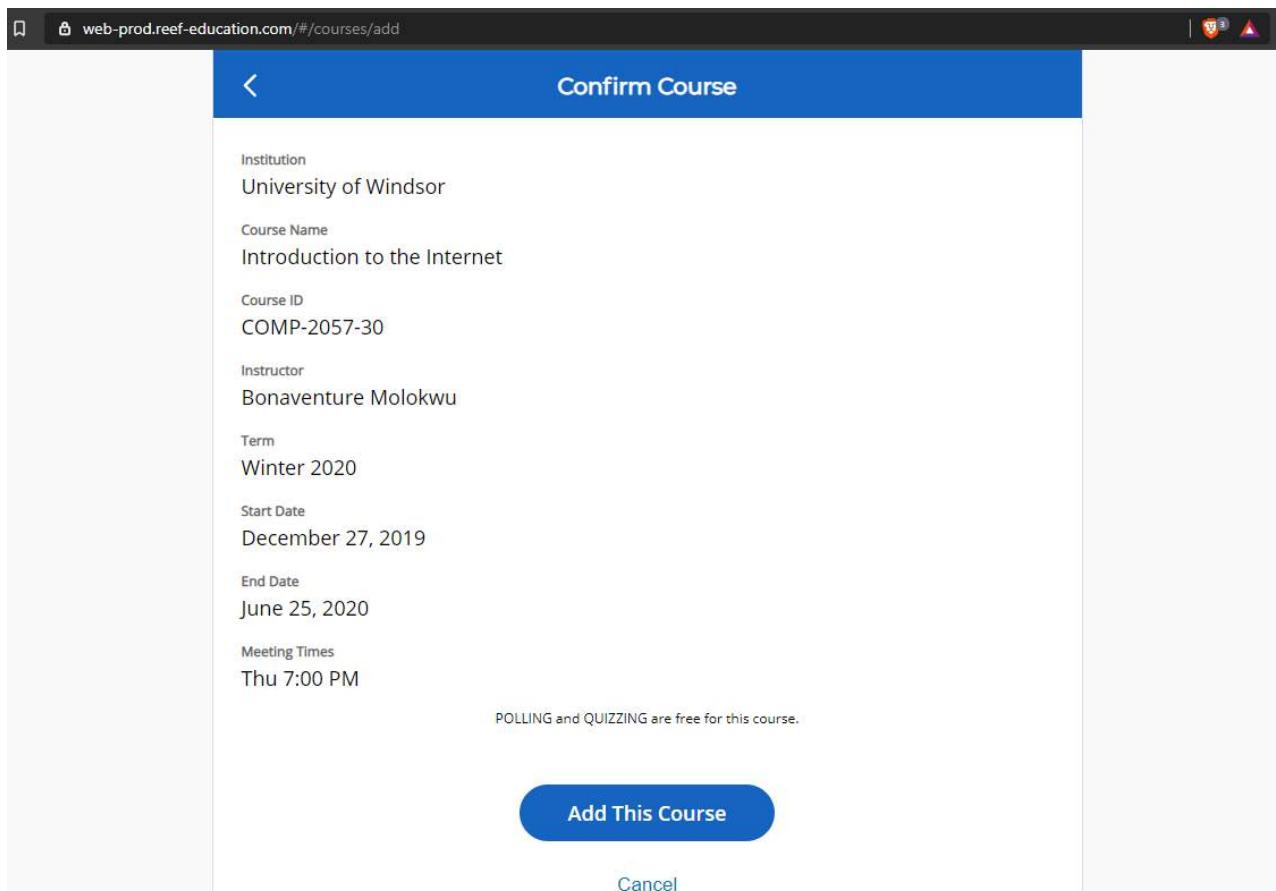
Figure 3: Step 3 - Student's *iClicker Reef* registration page

A screenshot of a web browser window showing the 'Create Account' page. The URL in the address bar is 'web-prod.reef-education.com/#/account/create'. The main title is 'Create Account'. Below it is a message: 'Great! Now, tell us a bit about yourself.' A note says: 'We recommend using your school email address and adding your Student ID.' There are four input fields: 'First Name', 'Last Name', 'Email', and 'Confirm Email'. Below these is a field for 'UWinID (NOT Student #)' with '(Recommended)' in parentheses. At the bottom is a checkbox labeled 'I agree to the Privacy Notice and Terms of Use' and a 'Next' button.

Figure 4: Step 4 - Student's *iClicker Reef* registration page

A screenshot of a web browser window showing the 'Courses' page. The URL in the address bar is 'web-prod.reef-education.com/#/courses'. The main title is 'Courses'. Below it is a card for a course titled 'Introduction to the Internet' taught by 'Bonaventure Molokwu' from 'University of Windsor'. There is a green '+' button in the top right corner of the card.

Figure 5: Step 5 - Student's *iClicker Reef* registration page

Figure 6: Step 6 - Student's *iClicker Reef* registration pageFigure 7: Step 7 - Student's *iClicker Reef* registration pageFigure 8: Step 8 - Student's *iClicker Reef* registration page



SCHOOL OF COMPUTER SCIENCE
COURSE CODE: COMP-2097-91
COURSE TITLE: Social Media and Mobile Technology for End Users
SEMESTER: Intersession/Summer 2020

INSTRUCTOR: Bonaventure Chidube Molokwu
EMAIL: molokwub[at]uwindsor.ca
WEBSITE: Available on <https://blackboard.uwindsor.ca/>
LECTURES: Thursdays, Asynchronous Online Learning (via Blackboard)
OFFICE HOURS: Thursdays, 5.00pm - 7.00pm, Online (e-mails & Blackboard)

iClicker Classroom Polling System

Introduction:

In this course, I will be using the *iClicker classroom polling system* to aggregate your submissions for quizzes 1 and 2, and class participation when and/or where necessary. *iClicker classroom polling system* is an active learning tool that I will be utilizing in order to make our time in class more engaging. This will help me understand what you know, give everyone a chance to participate, and increase how much you learn within the scope of this course. Also, this active learning approach will help you master challenging concepts, and provide you with feedback on how well you are comprehending the course concepts.

Evaluation:

iClicker Poll: a question posed to students which will not be aggregated towards the final grade.

iClicker Quiz: an assessment posed to students which will be aggregated towards the final grade.

iClicker Polls and Quizzes will be jointly issued in this course, and participating in the iClicker sessions will be counted towards your final grade (100%). In this regard: quiz 1 will be worth 5%, and quiz 2 will be worth 5%. Ideally, each quiz will be comprised of 10 short questions to be attempted within 10 - 15 minutes (*this may be subject to change at the instructor's discretion*). In explicit terms, you will earn 1 point for each question you answer correctly during each quiz.

Student's Requirement:

You are REQUIRED to bring a computing device to participate in the iClicker sessions during each class. I will be allowing participation with the [iClicker Reef app](#) on a smartphone, tablet, laptop, or with iClicker remotes. It is your responsibility to set up your *iClicker Reef* account (or iClicker remote) in a timely fashion using the steps below to properly register your *iClicker Reef* account in my course. It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention as soon as possible (*within 72 hours of initial notice*).

iClicker Reef Account Setup (*See Figures 1 - 8*):

In order to participate in the iClicker sessions and ensure that your grades are properly reflected in the gradebook (both on Blackboard and iClicker), follow the steps below:

1. As a first-timer student, log into the course homepage on <https://blackboard.uwindsor.ca/> and click on the iClicker link via: *Resources* → *iClicker Reef*. Then click on the “Launch” button to begin your registration process. *NOTE: You are expected to click on the iClicker link from the course website on Blackboard so as to ensure that your iClicker account and grades are accurately synchronized.*

2. If you do not have an *iClicker Reef* account, create one by clicking on the “Sign Up!” button. It is free to create an account. Additionally, if you already have an account, DO NOT create a new one; you can only receive credit from one account.
3. Type in *University of Windsor*, select it as your institution; and click on the “Next” button to confirm your institution.
4. Fill out your credentials. *NOTE: You MUST include your UWinID which is obtainable from your UWindsor email address via: UWinID@uwindsor.ca - e.g. molokwub is the UWinID obtainable from molokwub@uwindsor.ca.*
5. Registration via the course website on Blackboard should automatically add this course (COMP-2097-91) to your courses list. End!
6. **However, if you are unable to find this course in your courses list (based on Steps 1 - 5 above); then you will need to add it manually by selecting the “+” button located at the top-right corner of the window from Step 5.**
7. Type in *University of Windsor* as your institution and/or select it from the list; then search for this course by its title: *Social Media and Mobile Technology for End Users* and click on it to select it.
8. Thereafter, click on the “Add This Course” button to add it to your courses list. End!

Participation (Active Learning) using your iClicker Reef Account:

** Only applicable to in-class lectures/lessons.

1. You can logon (with your email and password) to your *iClicker Reef* account using your PC's or laptop's web browser to: iclicker.com. Alternatively, you can download the *iClicker Reef* mobile app from [Apple Store](#) or [Google Play](#); and logon with your credentials.
2. Each time the class meets, make sure you are logged in and have selected the course from the main screen of your *iClicker Reef* account.
3. When I start a session, click the “Join” button that appears on your screen, then answer each question I ask in the *iClicker Reef* application.
4. For short-answer, numeric, and target questions; make sure you hit the “Send” button.
5. ** I have turned on a GPS location requirement for *iClicker Reef* application in our class. If you are not physically in class when you try to join with the *iClicker Reef* app; you will not be counted as present and will not be able to respond to the quizzing/polling questions.
6. You will need to allow the device you are using to reveal your location in order to successfully check/sign in.
7. If you have any issues with your device's location settings, refer to the [Attendance Geolocation Troubleshooting Guide](#).
8. You can review your grades, performance, and participation from your *iClicker Reef* account.

Academic Integrity Information:

** Only applicable to in-class lectures/lessons.

iClicker activities fall under the provisions of the university's academic honesty policy. Kindly refer to the university's policies, regarding *Academic Integrity* and *Student Code of Conduct*, as contained in the senate bylaws (<http://www.uwindsor.ca/academic-integrity/>). Students must not engage in academic dishonesty while participating in iClicker activities. Misconduct during any assessment, in any form whatsoever, will not be condoned in this course. The following actions, but are not limited to, will be regarded as misconduct during an assessment:

1. ** Checking in while not physically in class.
2. ** Answering quiz and/or poll questions while not physically in class.
3. Having another student/person check on your behalf into the class.
4. Looking at other students' devices while answering live questions.
5. Using more than one *iClicker account* at a time.

Any student found to be in violation of these rules will lose their iClicker points for the entire term, and will be reported to the Dean of Science for appropriate disciplinary actions.

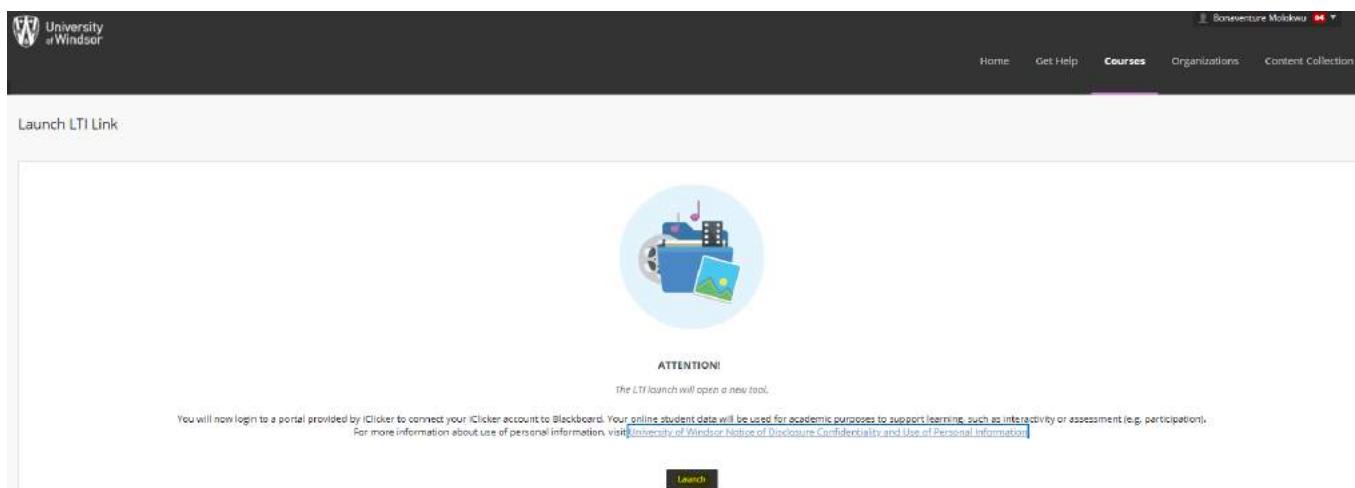


Figure 1: Step 1 - Student's *iClicker Reef* registration page

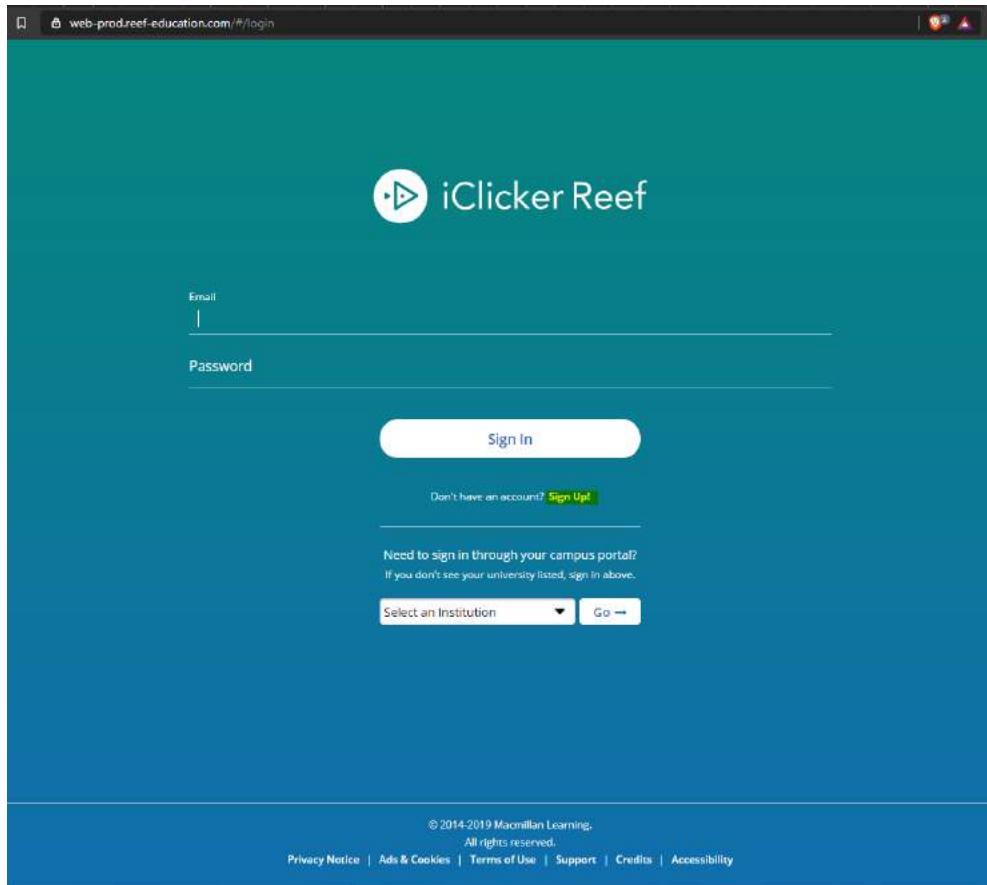


Figure 2: Step 2 - Student's *iClicker Reef* registration page

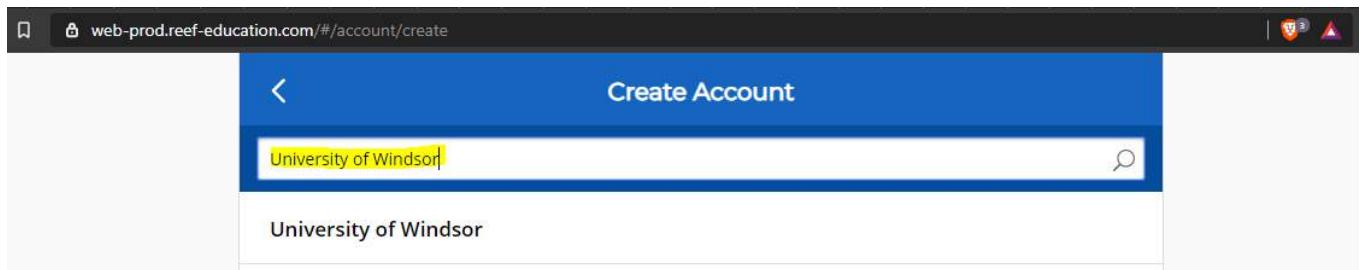


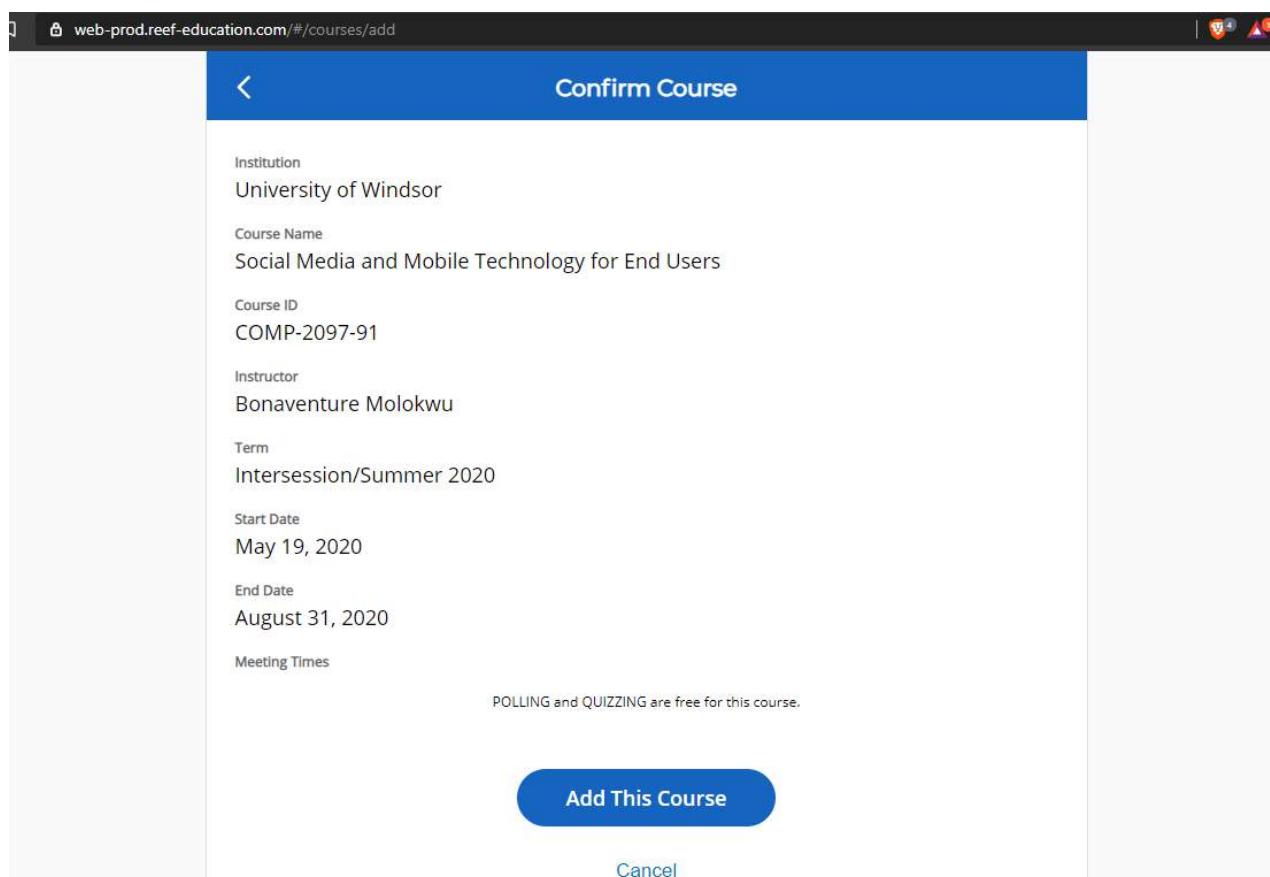
Figure 3: Step 3 - Student's *iClicker Reef* registration page

The screenshot shows a web browser window with the URL web-prod.reef-education.com/#/account/create. The page title is "Create Account". The main content area has a blue header with the text "Great! Now, tell us a bit about yourself." Below this, a note says "We recommend using your school email address and adding your Student ID.". There are four input fields: "First Name", "Last Name", "Email", and "Confirm Email". To the right of the "Email" field is the text "(Recommended)". Below these fields is a checkbox labeled "I agree to the [Privacy Notice](#) and [Terms of Use](#)". At the bottom is a large "Next" button.

Figure 4: Step 4 - Student's *iClicker Reef* registration page

The screenshot shows a web browser window with the URL web-prod.reef-education.com/#/courses. The page title is "Courses". It displays a single course entry under the heading "Active (2)". The course information is as follows:
Course Title: **Social Media and Mobile Technology for End Users**
Instructor: **Bonaventure Molokwu**
Affiliation: **University of Windsor**
To the right of the course details is a three-dot menu icon.

Figure 5: Step 5 - Student's *iClicker Reef* registration page

Figure 6: Step 6 - Student's *iClicker Reef* registration pageFigure 7: Step 7 - Student's *iClicker Reef* registration pageFigure 8: Step 8 - Student's *iClicker Reef* registration page



SCHOOL OF COMPUTER SCIENCE
COURSE CODE: COMP-2057-30
COURSE TITLE: Introduction to the Internet
SEMESTER: Winter 2021

INSTRUCTOR: Bonaventure Chidube Molokwu
EMAIL: molokwub[at]uwindsor.ca
WEBSITE: Available on <https://blackboard.uwindsor.ca/>
LECTURES: Thursdays, Asynchronous Online Learning (via BlackboardTM)
OFFICE HOURS: Thursdays, 5.00pm - 7.00pm, Online (e-mail & BlackboardTM)

Active Learning via MentimeterTM Web Application and BlackboardTM Discussion Board

Introduction:

In this course, I will be using [MentimeterTM Web Application](#) and [BlackboardTM Discussion Board](#) to promote active learning. *Active learning* refers to purposeful activities that are aimed at engaging students, by means of critical thinking and reasoning, in the overall learning process. In this regard, [MentimeterTM](#) and [BlackboardTM](#) are active learning tools that I will be utilizing in order to make our time in class more engaging. With the aid of these active learning tools, I shall be able to track and aggregate your individual participation, via students' submissions and discussions, for this class/course. Thus, this will help me understand what you know, give everyone a chance to participate, and increase how much you learn within the scope of this course. Also, this active learning approach will provide you with feedback on how well you are comprehending the course concepts, and help you master challenging concepts.

Evaluation:

MentimeterTM Task: an active learning activity (such as polls, quizzes, puzzles, etc.) posed to students, via the World Wide Web (WWW), at the end of each class per week. The precise date and deadline for each activity and submission, respectively, is contained in the course outline. This activity is worth 0%, and it will NOT be aggregated towards your final grade for this course. Ideally, each task will be comprised of at most 2 short questions to be attempted within a 24-hour time window.
NOTE: this may be subject to change at the instructor's discretion.

BlackboardTM Discussion Task: a discussion activity posed to students, with the aid of [BlackboardTM](#), at the end of each class per week. Each discussion task will start off with an open-ended question. Thus, students are encouraged to be relaxed, and feel at ease, to think critically in a bid to express themselves via the discussion forums every week. Additionally, this activity is worth 3% (0.25% *per weekly contribution via thread posts*); and it WILL be aggregated towards your final grade for this course. Each student is expected to make at least a contribution via comment/post to each weekly thread in the discussion forum. *NOTE: this may be subject to change at the instructor's discretion.*

Student's Requirement:

You are REQUIRED to possess a computing device to participate in the active learning session(s) each week. I will be allowing participation via smartphones, tablets, laptops, or Personal Computers (PCs). It is your responsibility to set up your connection to the Internet, in a timely fashion, prior to the start of each active learning task or session.

Participation (Active Learning) using [MentimeterTM](#):

NB: You are NOT required to create a user account (or user registration) on [MentimeterTM](#).

You can participate in each active learning session/task using either of the following methods, viz:

1. Go to www.menti.com and apply a code (usually 7 numeric digits in length). I shall make this code available to the class each week via announcements on <https://blackboard.uwindsor.ca/>
2. Alternatively, a web URL can also be used. I shall make this URL available to the class each week via announcements on <https://blackboard.uwindsor.ca/>

Participation (Active Learning) using [BlackboardTM](#) Discussion Board:

NB: You MUST possess a valid [University of Windsor](#) student account, and be duly registered in this course prior to participation.

Hence, to participate in the weekly discussion activity, follow these steps below:

1. Login to <https://blackboard.uwindsor.ca/> using your UWinID and Password.
2. Click on the appropriate menu link to launch the course website (for this class/course).
3. In the course menu, located on the leftmost panel of the course website, click on the **Discussion Board** menu to launch the discussion forum(s). Also, see Figure 1 below for additional guidance.

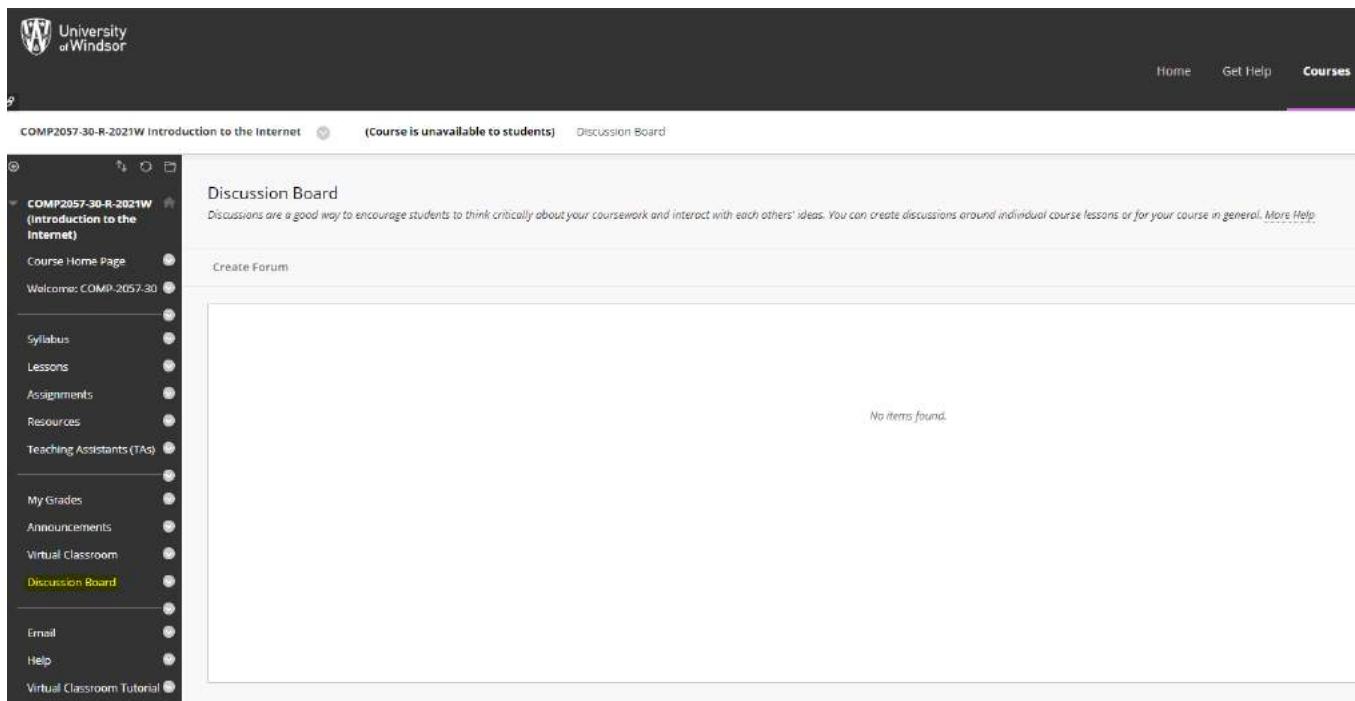


Figure 1: Launching the Discussion Board from the course menu

Policy on Class Participation via [BlackboardTM](#) Discussion Board:

1. Participating students are expected to be respectful of each other's opinion(s), and remember the golden rule: “*to treat others as you want to be treated*”.

2. No use of defamatory, derogatory, and foul words within posts or comments from participating students.
3. Do NOT make any post or comment that could be considered intolerant of a person's race, culture, appearance, gender, religion, age, or sexual orientation.
4. Cyberbullying and/or cyberharassment is NOT acceptable within the discussion forum(s).
5. Do NOT post any advertisement within the discussion forum(s).
6. Do NOT make any post or comment that links to an inappropriate, offensive, or illegal material.
7. Endeavor to make or post a valuable contribution, and back up your claims or statements with rationale or evidence (if/where/when necessary).
8. Kindly ensure that your posts or comments adhere to the topic of the thread.
9. Endeavor to keep your posts concise, and use uncomplicated language.
10. All contributions (posts or comments), made by each student per week, will be worth 0.25%.
11. Any student found to be in violation of the class-discussion etiquette and guidelines stated herein will have his/her grade voided (score of zero, '0') for the week(s) the violation was committed. Additionally, the student will be reported to the Dean of Science for appropriate disciplinary actions.

Academic Integrity Information:

** Only applicable to in-class lectures/lessons.

MentimeterTM and BlackboardTM activities fall under the provisions of the university's academic honesty policy. Kindly refer to the university's policies, regarding *Academic Integrity* and *Student Code of Conduct*, as contained in the senate bylaws (<http://www.uwindsor.ca/academic-integrity/>). Students must not engage in academic dishonesty while participating in active learning activities. Misconduct during any active learning task will not be condoned in this course. The following actions, but are not limited to, will be regarded as misconduct during a session or task:

1. ** Checking in while not physically in class.
2. ** Answering quiz and/or poll questions while not physically in class.
3. Having another student/person check on your behalf into the class session.
4. Looking at other students' devices while answering live questions.
5. Using more than one MentimeterTM application/device at a time.

Any student found to be in violation of these rules will be reported to the Dean of Science for appropriate disciplinary actions.



SCHOOL OF COMPUTER SCIENCE
SEMESTER: Intersession/Summer 2020

WORKSHOP PROPOSAL FOR MASTER OF APPLIED COMPUTING (MAC)

PRESENTER:

Bonaventure Chidube Molokwu

EMAIL:

molokwub@uwindsor.ca

TENTATIVE DATE:

August 7th, 2020

TENTATIVE TIME:

8.30 am - 11.30 am

Workshop Title:

Social Network Analysis (SNA) via Deep Learning (DL) Approach

Workshop Abstract:

This workshop is designed to be an extension of the “Workshop on Deep Learning”. This workshop aims at explaining the theoretical aspects of Deep Learning, and how these can be applied to modelling and solving real-world problems in our society with respect to Social Network Analysis. In this regard, we shall introduce students and participants to the concepts of Social Networks, and how they can be analyzed. Also, we shall limit our application and/or implementation scope to solving *Node Classification* problem in SNA using Deep Learning techniques. At the end of the workshop, students/participants shall receive a copy of the presentation via email, and access to the remote repository of the source codes. In summary, this workshop shall be stratified into three (3) sub-sessions, namely:

- (i) Theoretical concepts of Deep Learning.
- (ii) Introduction to Social Network Analysis.
- (iii) Practical Approach towards resolving Node Classification problem in SNA.

Learning Objectives/Outcomes:

Upon successful completion of this workshop, students/participants ought to be able to accomplish the following:

- (1) List the standard architectures available in Deep Learning.
- (2) Define the concept of Social Network Analysis.
- (3) List popular and/or existent methodologies for solving Node Classification problem in SNA.
- (4) Define/Describe the concept of graph embedding(s) with respect to SNA.
- (5) Explain the major steps involved in applying Deep Learning to solving Node Classification problem in SNA.

Expected Audience:

Graduate students of Computer Science - Master of Applied Computing (MAC) and Master of Science (MSc). Also, anyone with a Computer Science background may attend. We expect to have about 200 participants/students.

Prerequisites:

1. It is assumed that you have attended and/or participated in the introductory workshop: “Workshop on Deep Learning”.
2. It is assumed that you have basic knowledge of Machine Learning (ML).
3. Also, it is assumed that you have and/or are able to use the following tools, viz:
 - (i) Text Editors.
 - (ii) Python Programming Language.
 - (iii) Anaconda Suite.
 - (iv) Scikit-Learn Library.
 - (v) Keras Library.

Workshop Schedule (Tentative):

Lesson	Duration	Topic
1	5 minutes	Architectural Definition of Deep Learning in relation to Machine Learning & Artificial Intelligence (AI)
2	5 minutes	Artificial Neural Networks vs Deep Learning Networks
3	5 minutes	Training/Learning Algorithms in Deep Learning
4	5 minutes	Classification of Training/Learning Algorithms in Deep Learning
5	5 minutes	Deep Learning Architectures/Variants
6	5 minutes	Deep Belief Networks (DBNs)
7	5 minutes	Convolutional Neural Networks (CNNs)
8	5 minutes	Recurrent Neural Networks
9	5 minutes	Recursive Neural Networks
10	5 minutes	Social Network Analysis
11	15 minutes	Properties of a Social Network
12	5 minutes	Open (Research) Problems in Social Network Analysis
13	10 minutes	Formalization of Node Prediction Problem in SNA
14	20 minutes	Introduction to Graph Embeddings
15	20 minutes	Review of Related Literature with respect to Node Classification via Deep Learning methodologies
16	40 minutes	Hands-on with Code
17	10 minutes	Questions & Answers (Qs & As)



SCHOOL OF COMPUTER SCIENCE
SEMESTER: Intersession/Summer 2020

WORKSHOP PROPOSAL FOR MASTER OF APPLIED COMPUTING (MAC)

PRESENTER:

Bonaventure Chidube Molokwu

EMAIL:

molokwub@uwindsor.ca

TENTATIVE DATE:

August 7th, 2020

TENTATIVE TIME:

8.30 am - 11.30 am

Workshop Title:

Using Compute Canada (Cluster Computing) Environment for Research

Workshop Abstract:

This workshop is designed to practically introduce students to the concept of cluster computing with respect to Compute Canada high-end cloud resources for academic experiments and research. Compute Canada is a state-of-the-art infrastructure comprising computing systems, software systems, storage systems, etc. dedicated for academic and/or research purposes. In this regard, students can exploit Compute Canada's resources for compiling and/or executing their respective Machine Learning (ML) and/or Deep Learning (DL) source-codes which may require high/huge computational resources. The workshop aims at explaining the requirements necessary to create and operate a Compute Canada Database (CCDB) account as well as how to remotely access Compute Canada resources for scheduling and executing batch jobs. Thus, we intend to apply a practical-oriented content-delivery approach. Also, we shall limit this workshop to the cluster-based environment(s) of Compute Canada remote infrastructure. At the end of the workshop, students/participants shall receive a copy of the presentation.

Learning Objectives/Outcomes:

Upon successful completion of this workshop, students/participants ought to be able to accomplish the following:

- (1) Explain the architecture of High Performance Computing (HPC) in relation to Compute Canada environment(s).
- (2) Create a user account on Compute Canada.
- (3) Remotely access targeted cluster environments (in Compute Canada) using any remote computing tool (*MobaXterm* will be used for this workshop).
- (4) Perform file transfers (upload and download) with respect to Compute Canada environment(s).
- (5) Prepare their codes as jobs, and schedule them for execution in Compute Canada environment(s).
- (6) Manage job scheduling in Compute Canada environment(s).

Expected Audience:

Graduate students of Computer Science - Master of Applied Computing (MAC) and Master of Science (MSc). Also, anyone with a Computer Science background may attend. We expect to have about 200 participants/students.

Prerequisites:

1. It is assumed that you have a Project Identifier (PI), whom in most cases will be your academic advisor/supervisor, that will be able to approve and allocate or share his/her Compute Canada resources allocations with you.
2. It is assumed that each student can write/code programs.
3. Also, it is assumed that each participant has a basic understanding of remote computing and/or cloud computing.

Workshop Schedule (Tentative):

Lesson	Duration	Topic
1	15 minutes	Overview of Compute-Canada Cluster Environment
2	15 minutes	User-Account Creation on Compute Canada Cluster(s)
3	15 minutes	Connecting to Compute Canada Cluster(s)
4	15 minutes	File System Structure of Compute-Canada Cluster Environment
5	25 minutes	File Transfers with respect Compute Canada Clusters – Uploads and Downloads
6	40 minutes	Creating Jobs (Interactive and Non-Interactive Batch Jobs)
7	30 minutes	Managing Batch Jobs (Using Slurm Job Scheduler) in Compute Canada Cluster(s)
8	15 minutes	Code Optimization for Batch Jobs in Compute Canada Cluster(s)
9	10 minutes	Questions & Answers (Qs & As)



SCHOOL OF COMPUTER SCIENCE
SEMESTER: Intersession/Summer 2021

WORKSHOP PROPOSAL FOR MASTER OF APPLIED COMPUTING (MAC)

PRESENTER:

Bonaventure Chidube Molokwu

EMAIL:

molokwub@uwindsor.ca

TENTATIVE DATE:

August 6th, 2021

TENTATIVE TIME:

8.30 am - 11.30 am

Workshop Title:

Machine Learning and Deep Learning using Software-as-a-Service (via GoogleTM Colab)

Workshop Abstract:

This workshop is designed to practically introduce students to the concept of concurrent systems with respect to Cloud Computing (as well as Virtual Computing). In this regard, our focus shall be on Software-as-a-Service (SaaS), via GoogleTM Colab, for accomplishing tasks related to Data Science. GoogleTM Colab is a *free* state-of-the-art SaaS resource comprising high-end computing (CPUs and GPUs) systems, software systems, storage systems, etc.; which can be employed for academic and/or research purposes. In this workshop, students will be introduced to GoogleTM Colab platform. Practically, we shall show and explain to the students how they can exploit GoogleTM cloud resources (precisely GoogleTM Colab) for compiling and executing their respective Machine Learning (ML) and/or Deep Learning (DL) source codes, which usually require high/huge computational resources. Also, the workshop shall explain the requirements necessary to operate GoogleTM Colab (SaaS) via remote connection. Thus, this workshop applies a practical-oriented content-delivery approach. The goals of this workshop shall be limited to Software-as-a-Service (SaaS) Cloud-Computing model. At the end of the workshop, students/participants shall receive a copy of the presentation.

Learning Objectives/Outcomes:

Upon successful completion of this workshop, students/participants ought to be able to accomplish the following:

- (1) Explain the architectural differences between Parallel Computing and Distributed Computing.
- (2) Define and explain the major service models obtainable via Cloud Computing.
- (3) Remotely instantiate and access GoogleTM Colab.
- (4) Perform file transfers (upload and download) with respect to GoogleTM Colab environment(s).
- (5) Prepare and implement ML and/or DL source codes on GoogleTM Colab, remotely.
- (6) Install custom and/or relevant PythonTM libraries, on GoogleTM Colab SaaS, for respective ML and/or DL tasks or jobs.

Expected Audience:

Graduate students of Computer Science - Master of Applied Computing (MAC) and Master of Science (MSc). Also, anyone with a Computer Science background may attend. We expect to have about 200 participants/students.

Prerequisites:

1. A GoogleTM email (GmailTM) account. [Click to create a GmailTM account now.](#)
2. An up-to-date web browser (preferably GoogleTM Chrome). [Click to download GoogleTM.](#)
3. It is assumed that each student can write/code programs.
4. It is assumed that each student has a basic understanding of PythonTM programming language (*acquired from previous workshops*).
5. It is assumed that each participant has a basic understanding of remote computing and/or remote connection(s).

Workshop Schedule (Tentative):

Lesson	Duration	Topic
1	15 minutes	Definition of Relevant Terminologies and Concepts
2	15 minutes	Overview of Cloud Computing and its Service Models
3	15 minutes	Overview of Google TM Colab with respect to Software-as-a-Service (SaaS)
4	15 minutes	Basic Functions and Tools on Google TM Colab (SaaS)
5	25 minutes	Machine Learning (ML) and/or Deep Learning (DL) Coding via Google TM Colab
6	20 minutes	File Transfers (uploads and downloads) on Google TM Colab
7	20 minutes	Basic Systems Commands available via Google TM Colab
8	20 minutes	Coding using Interactive Forms on Google TM Colab
9	20 minutes	Installing Machine Learning (ML) and/or Deep Learning (DL) Dependencies on Google TM Colab
10	15 minutes	Questions & Answers (Qs & As)



GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE
COURSE CODE: COMP-232
COURSE TITLE: Mathematics for Computer Science
SEMESTER: Fall 2021

INSTRUCTOR: Bonaventure Chidube Molokwu
EMAIL: bonaventure.molokwu@concordia.ca
WEBSITE: Available on <https://moodle.concordia.ca/>
LECTURE MODE/DELIVERY: In-Class Learning

Course Overview:

This document gives important technical data about the course (COMP-232), which may be subject to change during the semester. Information about this course, Assignments, important deadlines, and updates, etc., will be announced via MoodleTM. The instructor is the principal authority on all matters related to the course. You should take your questions to your instructor first.

Instructor	Section	Email
Bonaventure Chidube Molokwu	DD	bonaventure.molokwu@concordia.ca
Hassan Hajjdiab	PP	Hassan.hajjdiab@concordia.ca
Hassan Hajjdiab	Q	Hassan.hajjdiab@concordia.ca
Bonaventure Chidube Molokwu	R	bonaventure.molokwu@concordia.ca
Bonaventure Chidube Molokwu	S	bonaventure.molokwu@concordia.ca

Course Description:

Propositional logic and predicate calculus. Sets. Functions and relations. Elements of number theory. Proof techniques: direct proof, indirect proof, proof by contradiction, existence proof. Recursive definitions and inductive proofs. Equivalence relations and partial orderings.

The learning objectives of this course introduce students to the basic abstractions of Discrete Mathematics that are of central relevance in Computer Science. This course teaches students to reason formally using these abstractions, and to recognize and apply them in various areas of Computer Science and Software Engineering. Also, this course prepares students for courses on the Foundations of Computation.

Learning Outcomes:

Upon successful completion of this course, students ought to be able to accomplish the following:

1. State and explain the basic concepts of mathematical reasoning and formal reasoning.
2. Implement and demonstrate how to describe formal objects and their properties via propositional logic, truth tables, logical inference, predicate logic, and quantification.
3. Implement and use proof techniques, inductive proofs, and recursive definitions to reason about formal objects.

4. Recognize and explain the concepts as well as properties of sets, functions and relations; and implement/use them with regard to describing discrete objects.
5. Execute elementary calculations in modular arithmetic, and understand its use in computer systems.

Course Textbook(s):

Theoretical | Kenneth H. Rosen, *Discrete Mathematics and its Applications*, McGraw-Hill, ISBN
 Textbook 1: 125967651X, 8th edition, 2019.

Practical | Contains useful examples, quizzes, self-assessments, etc.
Web | http://highered.mheducation.com/sites/125967651x/student_view0/index.html.
Resource:

Course Prerequisites:

1. MATH 203 or 209 or CEGEP Mathematics 103, previously or concurrently.
2. MATH 204 or 208 or CEGEP Mathematics 105, previously or concurrently.

Office Hours:

The instructor is best reached via email. Additionally, the instructor can be reached during office hours or by appointment. Only emails, which originate from a valid *Concordia University* student account, will be acknowledged with regard to students wishing to contact the instructor via email.

Course Evaluation (Tentative):

Activity	Weight	Deadline (Duration)	Location
Assignment 1	5%	11.59pm, Thursday (September 16 - September 30)	Online - via Moodle TM
Assignment 2	5%	11.59pm, Thursday (September 30 - October 14)	Online - via Moodle TM
Assignment 3	5%	11.59pm, Thursday (October 28 - November 11)	Online - via Moodle TM
Assignment 4	5%	11.59pm, Thursday (November 18 - December 2)	Online - via Moodle TM
Term Test 1	20%	Week 6	In-class
Term Test 2	20%	Week 10	In-class
Final Examination	40%	TBA	In-class (TBA)

There will be four (4) Assignments which will be posted via MoodleTM. These four (4) assignments jointly contribute 20% to each student's final grade. Also, the instructor will post an announcement regarding the submission of solutions with respect to each Assignment. Late submissions will not be

accepted.

Assignments are to be submitted via [MoodleTM](#) electronically in *.pdf* format, and the link to submit each Assignment will be available via [MoodleTM](#). Only electronically submitted Assignments will be acceptable for grading and/or evaluation. While discussion of the assigned problems among students is encouraged, each student must solve the Assignment problems independently. Students should be aware of the [University's Academic Code of Conduct](#) and [University's Academic Integrity](#) policies regarding malpractice, plagiarism, and the possible consequences of violating this code.

Students' solutions to each Assignment must start with the Student's Name and I.D. Number, the Course Number as well as Section Number, the Instructor's Name, the Assignment Number, and the Date of Submission. Furthermore, for each Assignment submission, you MUST write the following statement: "*I certify that this submission is my original work and meets the Faculty's Expectations of Originality*", together with your *signature*.

Problems in each Assignment will be graded based on the following basis/rubric: a correct answer gets 100%, a reasonable attempt gets 50%, and no attempt or a very poor attempt gets 0%. Only a subset of the assignment problems may be graded; however, solutions to all problems will be posted shortly after the due date.

Depending on the course section, there will be two (2) Term Tests, which jointly contribute 40% to each student's final grade. The form of the Term Tests will be determined by the instructor for each course section. There will be a common Final Examination during the examination period. The Final Exam contributes 40% to each student's final grade. No tools are allowed during the Final Exam; in particular no textbooks, no crib sheets, and no calculators. The Final Exam will cover concepts and objectives from the entire course.

The material covered in each course section is the same and there are common Assignments and a common Final Exam. The instructor may vary the order in which the material is presented to accommodate class progress. Instructors administer Midterm Exams (Term Tests) independently.

To pass this course, the student must have a passing mark on the Term Tests and Final Exam as well as a passing total score. *There is no standard relationship between numerical percentages and the final letter grades.* In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Proposed Study-Time Allocation:

Lectures	Review of Course Resources	Self-Study using Textbook(s)	Assignments & Projects
2 $\frac{1}{2}$ hours	3 hours	3 $\frac{1}{2}$ hours	2 hour

- Expectedly, every student is encouraged to spend a minimum of 11 hours per week with regard to this course. It is advisable that additional time be dedicated to this course; however, it is dependent on individual student's availability and requirements.

Policy on Late and/or Missed Assessment:

1. There will be no make-up for missed in-class and/or online assessment(s).
2. Late submissions will not be accepted for grading and/or evaluation.
3. Any assignment and/or submission submitted after the due date posted by the instructor will be scored zero (0).
4. In the absence of a timely, acceptable, and valid reason/documentation; failure to partake in any assessment will result in a score of zero (0). If an assessment is missed based on a valid medical or emergency reason, a valid proof and documentation will be required.

Course Assessment Policy:

1. All students must abide by all the university's policies as spelt out in the *Academic Code of Conduct* - <https://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>.
2. PLAGIARISM: If a student's submission is suspected for plagiarism (via a plagiarism-detection software); that submission will not be graded, and the student(s) involved will be reported to the Head of Department and the Dean of School for necessary disciplinary actions.
3. Misconduct during assessment will not be condoned in this course. The instructor and Teaching Assistants (TAs) will report any proven case of academic misconduct to the Head of Department. Upon provision of sufficient evidence, the Head of Department will take necessary actions in accordance with the university's policy (<https://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>) regarding *Academic Integrity* and *Academic Code of Conduct*.

Tutorials:

This course has a scheduled tutorial, which is an integral part of this course. Tutorials will be conducted on-site and consist of discussion of problems given by the tutor or suggested by the students. Tutorials provide time for students to solve exercises with immediate feedback; active participation is therefore vital for students' progress.

Intellectual Property:

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the Faculty member (Instructor). It may not be distributed, published or broadcast, in whole or in part, without the express permission of the Faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without the express permission of the instructor. Any unauthorized sharing of the course content may constitute a breach of the [University's Academic Code of Conduct](#) and/or the [University's Code of Rights and Responsibilities](#). As specified in the [University's Policy on Intellectual Property](#), the University does not claim any ownership of or interest in any student IP address. All university members retain copyright over their work.

Additional and Important Information:

1. The due date for every assessment and/or submission is available on the course website via <https://moodle.concordia.ca/>

2. In a bid to accommodate a vast majority of the students; the instructor reserves the right to amend assessments' due time and dates in accordance with the university's policies.
3. Attendance and student participation are essential to succeed in this course. You are encouraged to ask questions when and/or where necessary.
4. Announcement(s) regarding the teaching, learning, and assessment of this course will be posted on the course website via <https://moodle.concordia.ca/>
5. **Behavior:** All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications. Concordia students are subject to the policies which apply both when students are physically and virtually engaged in any University activity (including classes, seminars, meetings, etc). Students engaged in University activities must respect the [University's Academic Code of Conduct](#) when engaging with any member of the Concordia community, including Faculty, staff, and students, whether such interactions are verbal or in writing, face to face, or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.
6. *Note: The course lectures and tutorials will be in-class (on-site), all students are expected to attend the classes as per the schedule. In case of exceptional situation, the mode of delivery for classes and tutorials may switch partially or entirely to online mode. In this situation all course content will be accessible through MoodleTM and live interactions will be conducted through ZoomTM.*
7. *Note: In case the exams are held online, this will take place over the Concordia OnLine Exams (COLE) system or through ZoomTM. Additionally, you may be called for a follow-up oral exam afterwards. The exam will be proctored either through ZoomTM invigilation or through auto-proctoring.*

CEAB Graduate Attributes:

As part of either the Computer Science or Software Engineering program curriculum, the content of this course includes material and exercises related to the teaching and evaluation of graduate attributes. Graduate attributes are skills that have been identified by the Canadian Engineering Accreditation Board (CEAB) and the Canadian Information Processing Society (CIPS) as being central to the formation of Engineers, Computer Scientists and Information Technology professionals.

As such, the accreditation criteria for the Software Engineering and Computer Science programs dictate that graduate attributes are taught and evaluated as part of the courses. The following is the list of graduate attributes covered in this course, along with a description of how these attributes are incorporated in the course.

Attribute 1: *Knowledge-base:* Knowledge of sets, propositional logic and predicate calculus, functions and relations, elements of number theory. *Proof techniques:* direct proof, indirect proof, proof by contradiction, proof by induction.

Indicator 1.1: *Knowledge base of mathematics:* Demonstrate knowledge of: Sets, Propositional logic and predicate calculus, Functions and relations, Number theory. *Proof techniques:* direct, indirect, contradiction, induction.

Attribute 2: *Problem analysis:* Use mathematical knowledge and proof techniques to analyze problems related to computer and software systems.

Indicator 2.1: Problem identification and formulation: Identify and correctly formulate all different parts of the problem. Understand how the various pieces of the problem relate to each other and the whole. Identify parts of the problem that may affect the development of the solution. Analyze and take into consideration the operational context of the problem.

Indicator 2.3: Problem Solving: Extract relevant parameters, assumptions and variables from the problem statement. Use logic and other formalisms to formulate a model of the problem. Develop analysis models and diagrams to express the problem.

Course Schedule (Tentative):

Week	Lesson/Topic	Textbook Reference Section(s)
1	Propositional Logic	1.1, 1.2, 1.3
2	Predicates and Quantifiers	1.4
<i>Sept. 20: Last day for late registration and change of courses</i>		
3	Nested Quantifiers	1.5
4	Rules of Inference	1.6
5	Introduction to Proofs	1.7, 1.8
6	Proofs, Sets	2.1, 2.2
7	Functions, Cardinality of Sets	2.3, 2.5
8	Elements of Number Theory	4.1
9	Primes and GCD's	4.3
<i>Nov. 8: Deadline for Academic Withdrawal (DISC) for Fall 2021</i>		
10	Mathematical Induction	5.1, 5.2
11	Recursive Definitions, Relations	5.3, 9.1,9.3
12	Closures of Relations	9.4
13	Equivalence Relations, Partial Orderings	9.5,9.6



Instructors	<p>Section U: Dr. Bonaventure Chidube Molokwu E-mail: bonaventure.molokwu@concordia.ca <u>Lecture:</u> Wednesdays and Fridays 10:15 AM - 11:30 AM, Room H920</p> <p>Section W: Dr. Bonaventure Chidube Molokwu E-mail: bonaventure.molokwu@concordia.ca <u>Lecture:</u> Wednesdays and Fridays 11:45 AM -1:00 PM, Room H920</p> <p>Section EC: Dr. Nora Houari (Coordinator) E-mail: nora.houari@concordia.ca</p>
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Important Note:

Due to COVID-19 pandemic surge, this course will be held remotely from January 6 to 19, that includes lectures labs and tutorials. In-person instruction is to resume on January 20, 2022. Both exams of this course: midterm and final will be on site.

Background Knowledge

You should have some experience with using a computer. It is helpful, but not necessary, to have some experience in programming with a language such as C or C++. The tutors will provide a gentle introduction in the first one or two tutorials for those who are not familiar with the programming environment to be used.

Required Text Book & materials

- *Big Java Late Objects* by Cay Horstmann, Wiley. The same book will be used for COMP 249.
 - ⇒ We recommend the digital version as this will give you access to programming exercises you can do online. The book is available at the bookstore or can be rented as eTextbook.
<https://www.wiley.com/en-ca/Big+Java%3A+Late+Objects%2C+2nd+Edition-p-9781119321071>
Also can be found at <https://www.vitalsource.com/en-ca/products/big-java-late-objects-enhanced-ebook-cay-s-horstmann-v9781119321071>

Course Objectives and Content

The primary objective of this course is to enable you to understand the basic principles of programming. The language used for the course is Java, chosen because it supports object-oriented programming and because it is becoming widely used in industry.

By the end of this course you will be able to:

- CO 1. Develop an algorithm for the solution of a simple problem.
- CO 2. Write a complete Java program given an algorithm.
- CO 3. Describe the output of a Java program written by someone else.
- CO 4. Start judging the efficiency of a program.
- CO 5. When writing a program,

- a. evaluate which type of statements best suits the problem you are solving.
- b. correctly implement the various types of statements.
- c. manipulate existing classes.
- d. design and implement a class.

The course will include discussions and explanations of the following topics: introduction to programming; writing, compiling, and running simple programs; expressions, variables, and assignments; control structures; objects and classes, methods, and arrays.

Computing Facilities

You should obtain a computer account for COMP 248 from the help desk at H-964 or EV-007.182. This account will give you access to the computer laboratories. For more information on CSE Computer accounts please visit the website: <http://www.encts.concordia.ca/helpdesk/access.html>

If you have a computer at home and prefer to use it, you may do so, but be aware that your programs must compile and run with Java 8.

Course delivery

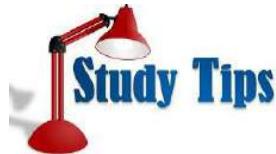
This is an onsite course, that is lectures, tutorials and labs will be on campus. Check MyConcordia portal for the schedule and updates.

Course Web Page

Many resources for the course (lecture slides, assignments and solutions, example programs...) will be available on the course website. Individual instructors will give you details on where the course webpages for their section is hosted. (If on Moodle you can access it through the MyConcordia portal at www.myconcordia.ca)

Tutorials

The tutorials will reinforce the material seen during the lectures with examples and exercises. Assignments as well as solutions to lab problems will be explained during the tutorials. Each week, there will be a set of tutorial exercises posted in the Moodle course page of which a selection will be covered during the tutorial period. The rest will be left to you as additional practice.



To benefit from the tutorial sessions, it is recommended that you attempt a few of the posted questions prior to your tutorial session. This will allow you to identify which concepts you are having difficulties with and ask your TA questions related to these concepts.

Labs

The purpose of the labs is to help you be better programmers and to develop the skills required to *program to specifications a skill you will need when going for interviews for most programming jobs*. You will be asked to write code that produces very specific outputs and/or behaves in very specific ways, unlike the assignments where you have more leeway on the output.

There will be 7 lab exercises to be completed (Lab 1 to 7). These exercises can only be done during the specified lab period you are registered for and must be submitted at the end of your lab period. The best 6 of 7 grades will be considered. The topic of each lab will be posted on your course web page. You must attend the lab session you are registered for as you will not be able to login to the lab system outside of your assigned lab section's time. There is also a Lab 0 which does not count to allow students to get used to the DOMjudge lab environment.

Please note: Two extra labs were added: Lab_{x1} and Lab_{x2} for make up for any missed lab.

Lab switch policy: If you need to switch lab for a week (not for the term) you need to send an email to your Head Lab Demonstrator (name/email available on your course webpage) at least 48 hours before your scheduled lab time. There is quite a bit of work involved in giving you access to a new time and removing the access to your regular lab time. This cannot be done at the last minute.

Assignments

The purpose of the assignments is to *experiment* with the concepts covered throughout the course. Assignments are different every term and are designed to reflect the concepts covered in class. Do not waste time searching for a solution online. There will be 4 programming assignments. All assignment questions must be downloaded from your section's course webpage and submitted electronically. Instructions on submitting assignments will be available on your section's course web page. For due dates refer to the *tentative* schedule at the end of this handout.

Please note: No late assignments are accepted. No make-up assignments are available.



It is recommended that you write a general algorithm for your solutions before you start typing the Java code. Programming by *trial and error* is not the way to succeed in this course. Be sure to understand why a certain version of your program did not work and why another one did. Questions to ask yourself each time you finish a question and/or assignment to evaluate your learning: "If I were to redo this assignment would it take me less time? Would I need to refer to my notes as much? Did I learn from this assignment?" If the answer is *Yes*, bravo! If the answer is *No*, seek help right away from your teacher and/or TA to better understand the issues you are still unclear on.

Examinations

- **Midterm and Final exams:** Both exams are online exams***.
 - ⇒ **Midterm Exam:** will take place during regular lecture time of each section, and will occur in week 7 of the term (Week of Feb 16th). The date and the time for each section can be found on the course website. There are no make-up midterm exams.
 - ⇒ **Final Exam:** The final examination will last 3 hours, and will be administered during the examination period at the end of the term. The final examination covers all material seen during the term.
- Note:** The final exam is scheduled by the Exams Office. You are required to write the final exam during the official schedule exam of the course. The final exam will be identical for all sections.

Evaluation Scheme

4 Assignments	18% (2% + 3% + 5% + 8%)
7 Lab exercises	12% (2% each-best 6 out of 7)
Midterm Exam	30 %
Final Exam	40%

1. In order to pass the course, you **must complete all components of the course (assignments + labs + midterm and final exams). A passing grade is 50%.**
2. **ENCS Academic Regulation – The C- Rule:** All 200-level courses within the program which are prerequisites for other courses must be completed with a C- or higher. A 200-level course in which a student has obtained a D+ or lower must be repeated before attempting a course for which it is a prerequisite.
3. There is **no standard relationship** between percentages and letter grades assigned.

Ethical Behavior

IP: Content belonging to the instructor or the TAs shared in the courses, including, but not limited to, lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member and the TAs. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of a class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

Plagiarism: The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement." This includes material copied word for word from books, journals, Internet sites, professor's course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on exam, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone- it can refer to copying images, graphs, tables and ideas. "Presentation" is not limited to written work. It includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

In Simple Words Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it.

Source The Academic Integrity Website: <http://www.concordia.ca/conduct/academic-integrity.html>

How to study in this course

- As the material is cumulative, keep up with the content covered in the weekly lectures.
- If certain concepts are unclear to you, seek help right away. Ask your TA during the tutorial and/or your instructor for help. **Make use** of your instructor's office hours.
- Programming is not a "spectator sport". You need to get your hands dirty by doing the assignments and trying the examples discussed in class and in the posted tutorial exercises.



- Please refer to the  under *Assignments* and *Tutorials* sections.
- Take advantage of the exercises in your textbook available through your e-textbook

CEAB Attribute Assessment

The Canadian Engineering Accreditation Board (CEAB) has put forth specific requirements for the accreditation of engineering programs in Canada. To satisfy these requirements, the faculty is evaluating

its courses against specific attributes required for the accreditation. The attribute evaluated in COMP 248 are:

- **Knowledge-base:** Knowledge of basic principles of programming, especially object-oriented programming, including basic data types, variables, expressions, assignments, control flow, classes, objects, methods, information hiding, data abstraction and encapsulation, references and arrays.
- **Design – Implementation and validation:** Design and implement simple programs using an object-oriented programming language.
- **Use Appropriate Resources/Tools:** Determine what appropriate language constructs to use to solve specific problems.
- **Communication Skills :** Internal code documentation.

Accessibility and student services

Accessibility The instructor will strive to make learning experience as accessible and inclusive as possible. If you have accessibility needs that require academic accommodations, please meet with an advisor from the Access Centre for Students with Disabilities (ACSD) as soon as possible to set up an accommodation plan. <http://www.concordia.ca/students/accessibility>.

List of student services

1. [Access Centre for Students with Disabilities](#)
2. [Student Success Centre](#)
3. [Counselling and Psychological Services](#)
4. [Concordia Library Citation and Style Guides](#)
5. [Health Services](#)
6. [Financial Aid and Awards](#)
7. [Academic Integrity](#)
8. [Dean of Students Office](#)
9. [International Students office](#)
10. [Student Hub](#)
11. [Sexual Assault Resource Centre](#)
12. [Aboriginal Student Resource Centre](#)

Tentative Schedule

The table below provides a summary of the material that will be covered during the course as well as a *tentative* schedule. Please check your section's course web page for any changes.

Week	Dates	Chapter	Topic	Lab Exercise	Assignment
1	Jan 7	1.1,1.3 to 1.7 & 2	Introduction & Java Basics	XX	
2	Jan 12-Jan 14	2	Java Basics	0	A#1 available
3	Jan 19-Jan 21	3	Flow of Control (Selection)	0	
4	Jan 26-Jan 28	4	Flow of Control (Iteration)	1	A#1 due <u>Note1</u> A#2 available
5	Feb 2-Feb 4	3	Flow of Control (Iteration)	2	
6	Feb 9-Feb 11	6.1,6.3 6.5 to 6.7	Arrays of primitive types	3	A#2 due <u>Note1</u> A#3 available
7	Feb 16-Feb 18	6.1,6.3 6.5 to 6.7	Arrays of primitive types Midterm Exam <u>Note3</u>	XX	
8	Feb 23-Feb 25	5	Defining Classes	4	
	Mar 2-Mar 4		Reading week (no classes/labs)		
10	Mar 9-Mar 11	8.1 to 8.7	Defining Classes	5	A#3 due <u>Note1</u> A#4 available
11	Mar 16-Mar 18	---	Arrays of objects	Lab _{x1} <u>Note2</u>	
12	Mar 23-Mar 25	8.8, 8.10, 8.11.1, 8.11.2 8.11.4 to 8.11.6	More on Classes	6	
13	Mar 30-Apr 1	9.5.1, 9.5.2	More on Classes	7	
14	Apr 6-Apr 8		Catch Up and /or Review	Lab _{x2} <u>Note2</u>	A#4 due <u>Note1</u>
15	Apr 13		Catch Up and /or Review		

Note1: All assignments are due by 11:55pm on the Friday of the due week.

Note2: Lab_{x1} and Lab_{x2} are added for make up for any missed lab, you don't need to do any of these two labs if you attend and passed the required labs.

Note3: Midterm Exam Dates

⇒ Check your section midterm exam day and time.

Note4: April 13th is the last day of classes.

Important Considerations

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Due to the uncertainty of the current situation of the pandemic, this course might switch remotely for all sections. You must have all equipment, tools, software, etc. that are needed for a remotely delivered course, in order to take this course.

1. All students are expected to have access to a computer with following capabilities:
 - reliable internet connection
 - camera and microphone (your computer and/or cellphone)
 - document scanning application such as Adobe Scan app (https://play.google.com/store/apps/details?id=com.adobe.scan.android&hl=en_CA)
2. All students should install VPN for remote desktop access to Concordia University computer labs
<https://www.concordia.ca/it/support/connect-from-home.html>
Once you have VPN connection to Concordia University, you can access to all available software in Gina Cody School labs by following the process described in:
<https://www.concordia.ca/ginacody/aits/support/faq/connect-from-home.html>
3. Download Microsoft Office 365: <https://www.concordia.ca/it/services/office-365-education.html>
4. Download Course specific software:
 - [Java JDK from Oracle](#)
 - [Eclipse IDE](#)
5. In case the delivery will be switched to remote, students are expected to write online, timed midterm and final exams using [Concordia Online Exam \(COLE\)](#). Students are encouraged to visit [practice exam site](#) to become familiar with the system.
⇒ Course instructor reserves the right to conduct an individual oral examination to verify student's response to online exam questions

Concordia University
SOEN 287: Web Programming (3 Credits)
Winter 2022
Course Outline/Syllabus

Section	Instructor	Contact	Office
S.	B. Molokwu	bonaventure.molokwu@concordia.ca	H961-23 Tel: 514-848-2424 ext. 4786
U,W	Y. Yan	yuhong.yan@concordia.ca	ER1147 (Coordinator) Tel: 514-8482424 ext 8715 (forward to cell phone)

Tutorial TA Contact

Section	TA for tutorials	Email	Phone
SA	Andrew Rover	roverandrew@gmail.com	
SB	Andrew Rover	roverandrew@gmail.com	
SC	Dineshkumar Babu Kolimi	kolimi.dinesh@gmail.com	
SD	Dineshkumar Babu Kolimi	kolimi.dinesh@gmail.com	

Individual instructor's office hours are posted on each section's course Moodle web pages accessible via the portal. Please check <https://www.concordia.ca/ginacody/students/course-schedules/winter-2021-2022.html> for the course schedule, including tutorial time.

Important Note:

This course is offered in-person for all sections. However, the students should be prepared to switch to online mode any time. The in-person classes will be broadcasted via zoom and the class recordings will be available.

Background Knowledge

Prerequisite: COMP 248 Oriented Programming I.

You should have basic programming skills; in particular, you should have a good understanding of expressions, statements, methods, parameters, and arrays. You are assumed zero background on Web programming.

Course Calendar Description

Internet architecture and protocols. Web applications through clients and servers. Markup languages. Client-side programming using scripting languages. Static website contents and dynamic page generation through server-side programming. Preserving state (client-side) in web applications. Lectures: three hours per week. Tutorial: two hours per week.

Course Objectives and Content

This is an introduction course on Web programming.

The course will include discussions and explanations of the following topics: Internet architecture and protocols; Web applications through clients and servers; markup languages; client-side programming using scripting languages; static website contents and dynamic page generation through server-side programming; preserving state in Web applications.

Please notice that Web programming and Web application is a very wide domain. Many techniques are used to build a complex online business system. The following topics are NOT covered in this course, but in some other courses:

- J2EE, JSP, Servlet, (SOEN 387), Web services (SOEN 487)
- Security (SOEN 321)
- Enterprise level systems and applications (SOEN 387, SOEN 487)
- Database and SQL(COMP 353)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- CLO 1. Have gained factual knowledge on Web site development.
- CLO 2. Be able to analyze and evaluate different technical solutions when developing a Web site and apply the learned techniques properly.
- CLO 3. Be able to cultivate creative and innovative ideas when developing Internet applications.

CEAB Attribute Assessment

As part of either the Computer Science or Software Engineering program curriculum, the content of this course includes material and exercises related to the teaching and evaluation of graduate attributes. Graduate attributes are skills that have been identified by the Canadian Engineering Accreditation Board (CEAB) and the Canadian Information Processing Society (CIPS) as being central to the formation of Engineers, computer scientists and information technology professionals.

As such, the accreditation criteria for the Software Engineering and Computer Science programs dictate that graduate attributes are taught and evaluated as part of the courses.

The following is the list of graduate attributes covered in SOEN 287, along with a description of how these attributes are incorporated in the course:

- **Knowledge-base:** Internet architecture and protocols. Web applications through clients and servers. Markup languages. Client-side programming using scripting languages. Static website contents and dynamic page generation through server-side programming. Preserving state (client-side) in web applications. (CLO 1)
- **Design:** Design and implementation of web-based systems using different basic architectures and design principles. (CLO 2)
- **Use of Engineering tools:** Use of appropriate software development tools and languages to develop web applications both on client and server side. (CLO 3)

Required Text Book

Programming the World Wide Web by Robert W. Sebesta, 8th edition, Pearson, 2014. The book is available in 2 formats:

- Hard Copy: ISBN: 978-0-13-377598-3
- Digital Copy: ISBN: 978-0-13-377612-6

Computing Facilities

You should obtain a computer account, if you don't already have one, from the help desk at H-960 or EV-007.182. For more information on CSE Computer accounts please visit the website: <http://www.encs.concordia.ca/helpdesk/access.html>.

Course Web Page

Many resources for the course (lecture slides, assignments and solutions, example programs . . .) will be available on the course web site in a Moodle website which is accessible through MyConcordia portal at www.myconcordia.ca. Be sure to consult the web page frequently.

Tutorials

Tutorials will take place every week starting from the second week. Tutorial attendance is strongly encouraged. The tutorials will reinforce the material seen during the lectures with examples and practical exercises.

Assignments/Examinations

a) Assignments.

There will be 3 assignments. The assignment(s) may be done in teams dependent on the given instructions. However, individual students have different tasks in the requirements and will be marked individually. The marking of the assignments contains a demo with all the team members. The assignment descriptions are made available on the course webpage. All assignment questions must be downloaded from the course web page and submitted electronically. Instructions on submitting assignments will be available on the course web page. The assignment schedule can be found in the tentative course schedule on page 5 of this handout.

Please Note:

- No late assignments will be accepted.
- Assignment submitted in the incorrect location and/or not in the proper format will **not** be considered.

b) Examinations

- Midterm Exam: There will be one term test in week 8. The test will take place during regular lecture times. **There are no make-up term tests.**
- Final Examination: The final examination lasts two hours, and will be administered during the examination period at the end of the term. The final examination covers all material seen during the term.

Evaluation Scheme

3 Assignments	20% (6%, 7%, 7%)
1 Term Test	35%
1 Final Exam	45%

1. In order to pass the course, you must pass the final exam by getting over 50% of the marks, regardless of your grade in other required components, submit at least 60% of the assignments, and attend both the midterm tests and the final exam.
2. There is no standard relationship between percentages and letter grades assigned.
3. Although we encourage discussion of the assignment questions among students, you should be aware of the University regulations concerning plagiarism described in 16.3.13 of the undergraduate Calendar. All students should become familiar with the University's Code of

Conduct located at <http://www.concordia.ca/students/academic-integrity/code.html>. In cases where cheating or plagiarism is suspected, the case will be forwarded directly to the appropriate university office for consideration. Please do not assume that you get "second chances" when it comes to cheating. Once is often enough to damage your academic career.

How to study in this course:

- If certain concepts are unclear to you, seek help right away. Ask your TA during the tutorial and/or your instructor for help. Make use of your instructor's office hours; book an appointment with your instructor if the office hours are not suitable.
- Programming is not a "spectator sport". You need to get your hands dirty by trying the examples discussed in class and doing the assignments.

Note from University Administration

"In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change".

Special Needs:

If you have any special needs please contact your instructor to arrange a time to discuss the situation.

Academic Support:

If you are experiencing difficulties that are affecting your studies, Concordia offers many on-campus free of charge services. You can find a list of resources at the Student Success Centre Website: <http://www.concordia.ca/students/success.html>

TENTATIVE SCHEDULE

The list below provides a summary of the material that will be covered during the course as well as a *tentative* schedule. Please check course webpage for any changes.

Week	Week of	Chapter	Topics	Notes and Events
1	Jan. 6	1, 2	Fundamentals, HTML	Term starts from Jan 6
2	Jan. 11, 13	1, 2	Fundamentals, HTML	Tutorials Starts
3	Jan. 18, 20	2, 3	HTML, CSS	
4	Jan. 25, 27	3, 4	CSS, JavaScript	
5	Feb. 1, 3	4, 5	JavaScript	
6	Feb. 8, 10	5	JavaScript	Assignment 1 due
7	Feb. 15, 17	5, 6	Dynamic HTML with JavaScript	
8	Feb. 22, 24	6	Dynamic HTML with JavaScript	Midterm Feb 24
	Feb. 28 – Mar. 6		Spring Break	
9	Mar. 8, 10	6	Dynamic HTML with JavaScript	Assignment 2 due
10	Mar. 15, 17	9	PHP: syntax	
11	Mar. 22, 24	9	form handling	
12	Mar. 29, 31	9	PHP: cookies, sessions	
13	Apr. 5, 7	9	PHP: patterns, File I/O	
14	Apr. 12	10	Ajax	Assignment 3 due

Assignment handouts will indicate the exact due date.



VECTOR INSTITUTE CANADA REVENUE AGENCY (CRA) WORKSHOP

STATEMENT OF WORK

VECTOR INSTITUTE

Consultant Role	Instructor
Today's Date	December 7, 2021
Workshop Name	Machine Learning - Black & Indigenous Program
Consultant Name	Bonaventure Chidube Molokwu
Course Start Date	Wednesday, February 2, 2021
Highest Completed Degree	Ph.D.
University of Highest Completed Degree	University of Windsor
Vector Affiliation	Reviewer/Member - 2021 Vector Institute Scholarship Adjudication Committee Member - 2021 Vector Institute Committee on Black & Indigenous Research Internships
Organization / Employer / Education Institution	Concordia University
Current Job Title	Assistant Professor
Number of Weeks of Performance	5 core weeks + development and a capstone

Overview

Vector has developed a Black and Indigenous Internship Program, which is intended to increase participation rates from under-represented populations. The Program will create a targeted pathway for Black and Indigenous post-secondary students studying in Canada to intern in applied ML intern roles at Vector as well as in research internships with Vector Faculty Members. The target audience is Black and Indigenous post secondary students studying in STEM, as well as in adjacent programs such as business and life sciences in Canadian post-secondary institutions.

The Machine Learning and AI course will cover the main concepts in machine learning and provide an overview of many commonly used machine learning algorithms.

Please find details of the engagement below:

Workshop Overview

Title: Machine Learning - Black & Indigenous Program

Proposed Dates: Wednesday, February 2, 2022 - Thursday, March 3, 2022 + capstone marking and feedback.

Duration:

- Five weeks, 03:00 pm - 05:00 pm (Wednesday - tutorials; Thursdays - lecture/workshop), over a five-week period + capstone marking and feedback.
- Capstone assignment: March 10, 2022
- Capstone presentations (reviewed by panel): March 17, 2022
- The engagement will be complete after the capstone papers are marked and returned to Vector.

Intended Audience:

This course is being offered to individuals who meet the following criteria:

- Self-identified Black or Indigenous student (Indigenous ancestry or heritage – First Nations (status or non-status), Métis or Inuit);
- Second year student or higher, studying at a Canadian university or college;
- Student studying in a STEM program (Science, Technology/Computer Science, Engineering, Math) or adjacent disciplines such as business, Economics or Life Sciences at the undergraduate, master's or PhD level;
- Individuals with coding experience, ideally with Python, who have taken statistics and are comfortable with math

Proposed Content & Learning Outcomes

The course will introduce common machine learning algorithms such as linear and logistic regression, random forests, decision trees, neural networks, support vector machines, and boosting. It will also offer a broad overview of model-building and optimization techniques that are based on probabilistic building blocks which will serve as a foundation for more advanced machine learning courses.

- How machines learn
- Machine learning types: supervised (regression and classification), unsupervised (clustering, dimension reduction), ensemble learning
- Python packages for machine learning
- Model selection, training, and evaluation
- Linear and non-linear models
- Machine learning generalization
- Optimization techniques (gradient descent algorithms, loss functions)
- Tackling underfitting and overfitting challenges (regularization)
- Probabilistic viewpoint: maximum likelihood estimation, maximum A posteriori, Bayesian inference
- Bias and variance trade-off
- Ensemble learning methods (bagging and boosting)
- Introduction to neural networks

Course Instructor activities include:**OVERSIGHT OF COURSE DELIVERY**

- Manage participants' academic (learning) progress: work closely with TA and the Vector Professional Development (PD) staff to ensure course is delivered and student issues are dealt with (e.g., late assignments, students falling behind, etc.) in a professional manner. The Instructor and TAs will interact directly with participants on the content itself. Vector Staff will grant extensions and notices of completion, and all other issues considered "customer service"
- Together with Vector PD staff, manage teaching team, including industry guest speakers and TAs

TEACHING

- The Instructor will teach all lectures on time and to a high standard of service

ADMINISTRATION

- Assist in managing participant progress in collaboration with Vector staff and TA
- Ensure that all course materials are updated (including lecture slides, lecture notes, syllabus, code, scripts, videos etc..) and make sure all materials are available in the Vector Learning Management System (LMS), currently D2L
- Schedule and attend course team meetings: planning and debrief (typically weekly)
- Ensure course and participant data are captured and reported to Vector staff
- Partake in a Vector training workshop/ briefing with Vector staff

6 Appendix B

Teaching Responsibilities

I. Course Title: COMP-2120, Object-Oriented Programming Using Java

Course Description: This course is aimed at teaching the concepts and practice of Object-Oriented Programming (OOP) with respect to Software Development and Engineering. The topics to be covered are, viz: Concepts of classes and objects, Java applications, frames, event handling, control structures, methods, arrays, string manipulations, object-based programming, object-oriented programming - inheritance, polymorphism, interface and abstract classes, anonymous classes, data structures in Java, exception handling, introduction to graphical user interface.

Duties (8-hour laboratory/practical session per week): Classroom (large-group) instruction; one-to-one instruction/assistance; implementation of sample exercises/codes; supervision of activities performed by Graduate Assistants (GAs) and Teaching Assistants (TAs); course announcements and updates via BlackBoard application; conduct and grading of midterm laboratory exam; grading of midterm and final exams.

II. Course Title: COMP-2540, Data Structures and Algorithms

Course Description: An introduction to the programming and analysis of linear and non-linear internal (main store) data structures and associated algorithms . Topics include the formal notion of an algorithm, elementary time and space complexity; linear lists (such as stacks, queues, linked structures.); non-linear lists (trees, binary trees); recursion; sorting techniques (such as heap sort, quick sort, merge sort, shell sort.); searching techniques (such as binary search, binary search trees, red-black trees, hashing.); algorithm design paradigms (such as divide-and-conquer, dynamic programming, greedy algorithms); and applications.

Duties (6-hour joint laboratory/practical and office sessions per week): Large-group instruction; one-to-one instruction/assistance; implementation of sample exercises/codes; grading of weekly assignments; conduct and grading of midterm laboratory exam; grading of midterm and final exams.

III. Course Title: COMP-2800, Software Development

Course Description: This is a software development course to advance students' programming skills and to introduce basic software engineering concepts and techniques through practice. Topics for advancing programming skills to be covered include event-driven programming and advanced GUI design, concurrent programming techniques, reflection and inter-process communication. Basic software engineering topics include requirements analysis and design, medium sized project management, and automated software engineering tool development.

Duties(4-hour office session per week): One-to-one instruction/assistance; guidance with regard to classroom assignments; grading of assignments (biweekly); proctoring and grading of midterm as well as final exams.

IV. Course Title: COMP-1400, Introduction to Algorithms and Programming I

Course Description: This course is the first of a two-course sequence designed to introduce students to algorithm design and programming in a high-level language such as C. The main objectives of the course are to develop the ability to identify, understand and design solutions to a wide variety of problems. Topics include: computer system overview, hardware and software, problem solving steps, concepts of variables, constants, data types, algorithmic structure, sequential logic, decisions, loops, modular programming, one-dimensional arrays, text files. If possible, problems like searching/sorting will be addressed.

Duties (6-hour joint laboratory/practical and office sessions per week): One-to-one instruction/assistance; implementation of sample exercises/codes; grading of weekly assignments; conduct and grading of midterm laboratory exam; grading of midterm and final exams.

V. Course Title: COMP-1410, Introduction to Algorithms and Programming II

Course Description: This course is the continuation of COMP-1400 that introduces students to more advanced algorithm design and programming in a high level language such as C. The main objectives of the course are to develop the ability to identify, understand, and design solutions to a wide variety of problems. Topics covered include: multi-dimensional arrays, pointers, strings, advanced modular programming, records, binary files, recursion, stacks, linked lists and introduction to algorithm analysis.

Duties (8-hour laboratory/practical session per week): Classroom (large-group) instruction; one-to-one instruction/assistance; implementation of sample exercises/codes; supervision of activities performed by Graduate Assistants (GAs) and Teaching Assistants (TAs); course announcements and updates via BlackBoard application; conduct and grading of midterm laboratory exam; grading of midterm and final exams.

VI. Course Title: COMP-1000, Key Concepts in Computer Science

Course Description: The objectives of this course are to excite students' interest in computer science and to give students a precise understanding of a number of difficult concepts that are fundamental to modern computer science. Topics may include: induction and recursion; algebraic characterization; syntax; semantics; formal logic; soundness, completeness, and decidability; specification, algorithm, and determinism; complexity. (Restricted to students registered in programs offered wholly/jointly by Computer Science or Mathematics and Statistics, or via approval of Computer Science).

Duties (6-hour joint laboratory/practical and office sessions per week): Classroom (large-group) instruction; one-to-one instruction/assistance; implementation of sample exercises/codes; supervision of activities performed by Graduate Assistants (GAs) and Teaching Assistants (TAs); course announcements and updates via BlackBoard application; conduct and grading of midterm laboratory exam; grading of midterm and final exams.

7 Appendix C

Supervising and Advising Students

Graduate Advising and Co-supervision

- (1) Steven Zrihen (B.Sc. - Computer Science, Concordia University).
The aforementioned student is currently an undergraduate (research) student whom is under my direct supervision as his *Research Advisor*. To this end, his research project has received funding from the 2023 Experiential Learning Grant offered by Concordia University, Montréal, Quebec, Canada.
- (2) Akshay Mukundhai Shah (M.Sc. - Computer Science, University of Windsor).
My role with respect to the aforementioned student was: *Research Adviser*. In this regard, my supervisory task yielded two(2) research papers which we have jointly co-published in reputable research venues. The student successfully completed and graduated from the aforementioned degree program in Summer 2021 term.
- (3) Kaitav Mehta (M.Sc. - Computer Science, University of Windsor).
My role with respect to the aforementioned student was: *Research Adviser*. In this regard, my supervisory task yielded one (1) workshop paper which we have jointly presented and co-published in the workshop. The student successfully completed and graduated from the aforementioned degree program in Fall 2019 term.
- (4) Radhika Jayaraman (M.Sc. - Computer Science, University of Windsor).
My role with respect to the aforementioned student was: *Research Adviser*. In this regard, my supervisory tasks involved expository sessions with the aim/goal of guiding the student toward a desirable research niche within the domain of Computer Science. The student successfully completed and graduated from the aforementioned degree programs in Summer 2020.
- (5) Ramya Ravichandran (M.Sc. - Computer Science, University of Windsor).
My role with respect to the aforementioned student was: *Research Adviser*. In this regard, my supervisory tasks involved expository sessions with the aim/goal of guiding the student toward a desirable research niche within the domain of Computer Science. The student successfully completed and graduated from the aforementioned degree programs in Fall 2019.
- (6) Anish Desai (M.Sc. - Computer Science, University of Windsor).
My role with respect to the aforementioned student was: *Research Adviser*. In this regard, my supervisory tasks involved expository sessions with the aim/goal of guiding the student toward a desirable research niche within the domain of Computer Science. The student successfully completed and graduated from the aforementioned degree programs in Winter 2019.

8 Appendix D

Activities undertaken to Improve Teaching and Learning

University of Windsor ◦ Centre for Teaching and Learning

Attendance and Teaching History: Bonaventure Molokwu

Generated May 30, 2021

Total sessions attended: 12. Total sessions taught: 0.

Sessions attended by Bonaventure Molokwu

Attended in 2019

1b. Teaching in a Blackboard Learning Environment TBLEUTC-O-S19-01
(Self-paced)

Attended in 2020

University Teaching Practicum

Jessica Raffoul
February 11 – April 14, 2020,
Tuesdays, 1:30 PM – 4:30 PM 30 hrs

Course Design

Allyson Skene
January 16 – February 27, 2020,
Thursdays, 1:30 PM – 4:30 PM 21 hrs

Attended in 2019

Learning-Centred Teaching in Higher Education

Jessica Raffoul
September 9 – October 21, 2019,
Mondays, 4:00 PM – 7:00 PM 21 hrs

Do You Need Blackboard for What You Do?

Lorna Stolarchuk, Niwit Aryal, Tim Au-Yeung, Marlene Sebastian
Wednesday, September 4, 2019, 1:00 PM – 2:30 PM 2 hrs

Crossing the Rubicon: Exploring Criteria Sheets and Scoring Guides for Grading

Veronika Mogyorody, Mona Makki
Wednesday, September 4, 2019, 10:45 AM – 12:15 PM 2 hrs

Effective Lecture Preparation and Delivery

Irene Muir, Shaymaa Zantout
Wednesday, September 4, 2019, 9:00 AM – 10:30 AM 2 hrs

Teaching Dossier Academy

Elizabeth Ismail , Pierre Boulos, Laura Chittle, Erika Kustra, Veronika Mogyorody, Michael K. Potter, Jessica Raffoul, Allyson Skene

June 3–07, 2019,

Monday–Friday, 9:00 AM – 3:00 PM 30 hrs

Leading Effective Discussions

Jessica Raffoul, Lorna Stolarchuk

February 26 – April 2, 2019,

Tuesdays, 1:30 PM – 4:30 PM 18 hrs

Attended in 2018

Instructional Skills Workshops

Pierre Boulos, Anna Farias, Anna Galka, Allyson Skene

December 11–13, 2018,

Tuesdays, Wednesdays and Thursdays, 9:00 AM – 5:00 PM 24 hrs

Copyright and Open Access

Scott Cowan, Dave Johnston

Tuesday, September 4, 2018, 10:45 AM – 12:15 PM 2 hrs

Learning is not a Spectator Sport: Engaging Students using Active Learning Techniques

Lisa Salfi

Tuesday, September 4, 2018, 9:00 AM – 10:30 AM 2 hrs



University
of Windsor

Office of the Provost and Vice-President, Academic

401 Sunset Avenue, Windsor
Ontario, Canada N9B 3P4
T 519-253-3000, ext. 2003 F 519-561-1400
www.uwindsor.ca/provost

February 22, 2022

Bonaventure Molokwu
Faculty of Science

Dear Bonaventure:

Please accept my warmest compliments on receiving the University Teaching Certificate (UTC). Congratulations!

This award recognizes your commitment to the discipline of teaching and learning at the University of Windsor. The skills and passion you bring to your calling inspire not just our students but the entire University community.

This past year has brought many unexpected challenges, and teaching has taken incredible commitment and ingenuity. Your example will motivate fellow teachers, both established and emerging, and help create the conditions for success by students and faculty alike.

On behalf of all of us at the University of Windsor, thank you for your extraordinary contributions to our strong and dynamic culture of teaching and learning.

Sincerely,

A handwritten signature in black ink that reads "Weir".

Dr. Patti Weir
Interim Provost and Vice-President, Academic



Bonaventure Molokwu

having successfully completed the requirements for the

University Teaching Certificate

Offered by the Centre for Teaching and Learning, University of Windsor

Dated this 8th day of March, 2022 at Windsor, Ontario.

A handwritten signature in black ink, appearing to read "Erika Kustra".

Erika Kustra, Director,
Centre for Teaching and Learning

A handwritten signature in black ink, appearing to read "Pierre Boulos".

Pierre Boulos, UTC Coordinator,
Centre for Teaching and Learning



University
of Windsor

Certifications and Workshops

I. Teaching in a Blackboard Learning Environment (TBLE-UTC)

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: 2019 - 2021

Duration: Self-Paced

II. University Teaching Practicum

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: February 11, 2020 - April 14, 2020

Duration: 30 hours

III. Course Design (CD)

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: January 16, 2020 - February 27, 2020

Duration: 21 hours

IV. Learning-Centred Teaching in Higher Education (LCTHE)

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: September 9 - October 21, 2019

Duration: 24 hours

V. Crossing the Rubicon: Exploring Criteria Sheets and Scoring Guides for Grading

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: September 4, 2019

Duration: 2 hours

VI. Effective Lecture Preparation and Delivery

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: September 4, 2019

Duration: 2 hours

VII. Do You Need Blackboard for What You Do?

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: September 4, 2019

Duration: 2 hours

VIII. Teaching Dossier Academy

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: June 3 – 7, 2019

Duration: 30 hours

IX. Leading Effective Discussions

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: February 26 – April 2, 2019

Duration: 18 hours

X. Instructional Skills Workshops

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: December 11 – 13, 2018

Duration: 24 hours

XI. Copyright and Open Access

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: September 4, 2018

Duration: 2 hours

XII. Learning is not a Spectator Sport: Engaging Students using Active Learning Techniques

Institution: Centre for Teaching and Learning, University of Windsor, Canada

Date: September 4, 2018

Duration: 2 hours

XIII. Certified Internet Professional

Institution: Brainbench Inc., Virginia, USA

Date: 2011

Duration: 4 months

Academic/Professional Society Memberships

I. Fellow Member (2011 - till date): International Association of Computer Science and Information Technology (IACSIT)

II. Professional Member (2019 - till date): Institute of Electrical and Electronics Engineers (IEEE)

III. Professional Member (2019 - till date): Canadian Artificial Intelligence Association (CAIAC)

IV. Professional Member (2020 - till date): Association for Computing Machinery (ACM)

9 Appendix E

Committee Service regarding Teaching and Teaching Issues

Bias in Peer Review

Certificate of completion

This confirms that: Bonaventure C. Molokwu
has completed the Bias in Peer Review Module.

Date: March 17, 2022



Bonaventure Molokwu

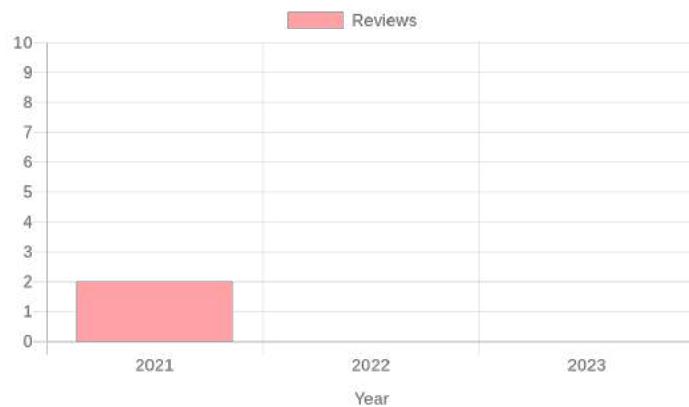
<https://www.webofscience.com/wos/author/rid/AED-1948-2022>

Web of Science ResearcherID: AED-1948-2022

ORCiD: 0000-0003-4370-705X

Verified reviews

REVIEW SUMMARY



REVIEWER SUMMARY

For manuscripts reviewed from date range January 2018 - January 2023

(2) ACM Transactions on Information Systems

2 REVIEWS OF 1 MANUSCRIPTS

From date range January 2018 - January 2023

Jointly Predicting Future Content in Multiple Social Media Sites based on Multi-task Learning
2 rounds from Mar 2021 to Aug 2021 for ACM Transactions on Information Systems

7/10/2021

Mail - Bonaventure Molokwu - Outlook

IJCAI 2020 Volunteering Notification

Rafik <rafik.hadfi@gmail.com>

Tue 2020-12-22 8:19 AM

To: Bonaventure Molokwu <molokwub@uwindsor.ca>

Cc: Rafik Hadfi <rafik.hadfi@nitech.ac.jp>; Vesna Sabljakovic-Fritz <sablja@dbai.tuwien.ac.at>

Dear Volunteer,

Congratulations! You have been selected to be a part of the IJCAI 2020 staff.

Your next step is to register on <https://registration.ijcai.org/>.

Your code is VOL7EVRGXRVE to enter and validate at payment.

If you want to attend a workshop or a tutorial, please choose it at the time of registration so that we can plan the capacities accordingly.

Please keep in mind that the early registration deadline is December 24, 2020 (UTC-12, AoE).

If you have any questions please contact us at registration@ijcai.org. We are delighted to offer you this opportunity and we look forward to working with you at the conference.

Sincerely,

IJCAI 2020 Volunteering Chairs



Welcome on board letter

Reply to IEEE Windsor Section

Chair:

Esrafil Jedari

ejedari@ieee.org

Dec. 18, 2019

Bonaventure Molokwu:
molokwub@uwindsor.ca

Bonaventure:

Congratulations ! It is my pleasure to welcome you to the board of the IEEE Windsor section. You have been elected as **Secretary of Windsor Section Joint Chapter, CIS11/SMC28**, effective on January 1st 2020. Your election to this position comes as the result of your willingness to lead the chapter on behalf of the IEEE Windsor Section and all of our members. We believe that the officers and directors of our section constitute the elite of the leadership in our section, and are proud of their contributions to technology, to society in general, and to the IEEE Windsor Section in particular. Welcome to this elite group of dedicated volunteers.

The job description for your position, along with helpful instructions and guidance, may be found in the IEEE Center for Leadership Excellence. If you have not yet had a chance to review the contents of the training material there, please do so soon at: <http://ieee-elearning.org/CLE/>

We also encourage you to begin searching for another member to join you in your efforts, and to involve him, or her, directly in the daily tasks of running your part of the organization. The responsibilities and workload necessary to effectively guide any element of the IEEE make it advantageous both to share the load and have a 'back up'. An associate that is fully 'up to speed' can be called upon to step in, when the need arises, and carry forth with normal activities until you are able to again assume full control.

Along with your responsibilities to lead your activity toward the goals defined by the IEEE, our region and the section executive committee, also comes a responsibility to communicate your element's status and needs, on a timely basis, with the Windsor section secretary, and any financial needs with the Windsor treasurer. This will include timely, written monthly reports on your activities, and participation in our monthly teleconferences and our scheduled face-to-face meetings.

The requirements that accompany your position, with the tasks inherent in the projects and activities you undertake, from time to time, may require ExCom assistance. We encourage you to seek such assistance through the section chair and secretary as soon as such a need is identified. The earlier we know of such a need, the sooner we can begin to seek a solution.

Again, let me thank you for your willingness to participate in this leadership role for our Section.
Good luck and God speed.

Sincerely,

Esrafil Jedari
IEEE Windsor Section Chair

Cc: Deeptha Damodaran– Section Secretary

Review Confirmation Certificate

This is to certify that

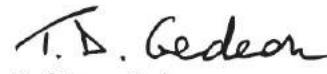
Bonaventure Molokwu

Is hereby recognised for reviewing papers submitted to

The 26th International Conference on Neural Information Processing

December 12–15 2019 Sydney, Australia

Sponsored by:
Asia Pacific Neural Network Society


Prof. Tamas Gedeon
General Chair ICONIP2019

CERTIFICATE OF APPRECIATION



This Certificate is presented to

Bonaventure C Molokwu

for contributions as a reviewer in the 27th International Conference on
Neural Information Processing (ICONIP2020)
18th - 22nd November 2020, Bangkok, Thailand.

■ General Co-Chairs

Andrew Leung

James Kwok

■ Program Co-Chairs

Haiqin Yang

Kitsuchart Pasupa



A.P.N.N.S.
Asia Pacific Neural Network Society



ACADEMIE STE CECILE INTERNATIONAL SCHOOL

925 Cousineau Rd, Windsor, ON, Canada N9G 1V8

PHONE: 519-969-1291 | FAX: 519-969-7953

www.stececile.ca | E-MAIL: info@stececile.ca

<https://twitter.com/OnlyatASCIS>

Wednesday, February 14, 2018

Dear Bonaventure Chidube Molokwu:

On behalf of the staff and students at Académie Ste Cécile International School, thank you for volunteering to judge our Annual Science Fair Competition. Your time and expertise were invaluable to the success of our school science fair.

We hope you found this experience positive and rewarding.

Sincerely,

Mrs. J. Kohuch
Elementary School Principal



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<https://twitter.com/OnlyatASCIS>

Thursday, February 21, 2019

Dear Bonaventure Molokwu:

On behalf of the staff and students at Académie Ste Cécile International School, thank you for volunteering to judge our Annual Science Fair Competition. Your time and expertise were invaluable to the success of our school science fair.

We hope you found this experience positive and rewarding.

Sincerely,

Mrs. J. Kohuch
Elementary School Principal



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<https://twitter.com/OnlyatASCIS>

Friday, February 28, 2020

Dear Bonaventure Molokwu,

On behalf of the staff and students at Académie Ste Cécile International School, thank you for volunteering to judge our Annual Science Fair Competition. Your time and expertise were invaluable to the success of our school science fair.

We hope you found this experience positive and rewarding.

Sincerely,

Mrs. J. Kohuch
Elementary School Principal

10 Appendix F

Publications and Professional Contributions

- I. Title: [semanticscholar.org/search?q=Bonaventure C. Molokwu](https://semanticscholar.org/search?q=Bonaventure%20C.%20Molokwu)
 Publication: Semantic ScholarTM.
 Date: Chronological list of published research papers
- II. Title: [scholar.google.com/citations?user=Bonaventure C. Molokwu](https://scholar.google.com/citations?user=Bonaventure%20C.%20Molokwu)
 Publication: Google ScholarTM.
 Date: Chronological list of published research papers
- III. **Bonaventure Chidube Molokwu.** Event Prediction in Complex Social Graphs using One-Dimensional Convolutional Neural Network (*28th International Joint Conference on Artificial Intelligence, IJCAI-2019*).
- IV. **Bonaventure Chidube Molokwu.** Event Prediction in Social Graphs Using 1-Dimensional Convolutional Neural Network (*32nd Canadian Conference on Artificial Intelligence, Canadian-AI 2019*).
- V. **Bonaventure Chidube Molokwu** and Ziad Kobti. Event Prediction in Complex Social Graphs via Feature Learning of Vertex Embeddings (*26th International Conference on Neural Information Processing of the Asia-Pacific Neural Network Society, ICONIP-2019*).
- VI. **Bonaventure Chidube Molokwu** and Ziad Kobti. Spatial Event Prediction via Multivariate Time Series Analysis of Neighboring Social Units using Deep Neural Networks (*2019 International Joint Conference on Neural Network, IJCNN-2019*).
- VII. **Bonaventure Chidube Molokwu** and Ziad Kobti. Social Network Analysis using RLVECN: Representation Learning via Knowledge-Graph Embeddings and Convolutional Neural-Network (*29th International Joint Conference on Artificial Intelligence, IJCAI-PRICAI 2020*).
- VIII. **Bonaventure Chidube Molokwu**, Shaon Bhatta Shuvo, Narayan C. Kar, and Ziad Kobti. Node Classification in Complex Social Graphs via Knowledge-Graph Embeddings and Convolutional Neural Network (*20th International Conference on Computational Science, ICCS-2020*).
- IX. **Bonaventure Chidube Molokwu**, Shaon Bhatta Shuvo, Narayan C. Kar, and Ziad Kobti. Node Classification and Link Prediction in Social Graphs using RLVECN (*32nd International Conference on Scientific and Statistical Database Management, SSDBM-2020*).
- X. Shaon Bhatta Shuvo, **Bonaventure Chidube Molokwu**, and Ziad Kobti. Simulating the Impact of Hospital Capacity and Social Isolation to Minimize the Propagation of Infectious Diseases (*Proceedings of the 26th ACM SIGKDD International Conference on Knowledge Discovery & Data Mining, KDD-2020*).

- XI. **Bonaventure Chidube Molokwu**, Shaon Bhatta Shuvo, Narayan C. Kar, and Ziad Kobti. Link Prediction in Social Graphs using Representation Learning via Knowledge-Graph Embeddings and ConvNet (*Proceedings of the 2020 IEEE International Conference on Systems, Man, and Cybernetics, SMC-2020*).
- XII. **Bonaventure Chidube Molokwu**. Social Network Analysis: A Machine Learning Approach (*ProQuest Dissertations Publishing, University of Windsor, UWindsor-2021*).
- XIII. **Bonaventure Chidube Molokwu**, Shaon Bhatta Shuvo, Ziad Kobti, and Narayan C. Kar. Social Network Analysis using Knowledge-Graph Embeddings and Convolution Operations (*Proceedings of the 25th International Conference on Pattern Recognition, ICPR-2020*).
- XIV. Akshay Shah, **Bonaventure Chidube Molokwu**, and Ziad Kobti. HRotateE: Hybrid Relational Rotation Embedding for Knowledge Graph (*2021 International Joint Conference on Neural Network, IJCNN-2021*).
- XV. Shaon Bhatta Shuvo, **Bonaventure Chidube Molokwu**, Ziad Kobti, and Anne Snowdon. Simulating and Predicting the Active Cases and Hospitalization Considering the Second Wave of COVID-19 (*Proceedings of the 26th IEEE Symposium on Computers and Communications, ISCC-2021*).
- XVI. **Bonaventure Chidube Molokwu**, Shaon Bhatta Shuvo, Ziad Kobti, and Anne Snowdon. A Multi-Task Learning Framework for COVID-19 Monitoring and Prediction of PPE Demand in Community Health Centres (*Europe PubMed Central, Europe-PMC 2021*).
- XVII. Molokwu C. Reginald, **Molokwu C. Bonaventure**, Molokwu C. Victor, Okeke C. Ogochukwu. FUSIONET: A Hybrid Model Towards Image Classification (*International Journal of Computational Intelligence and Applications, IJCIA-2021*).
- XVIII. **Bonaventure Chidube Molokwu**, Shaon Bhatta Shuvo, and Ziad Kobti. ClasReg: A Deep Learning and Heuristic Methodology for Predicting Breakups in Social Network Structures (*Journal of Computational Intelligence, Wiley-2022*).
- XIX. Akshay Shah, **Bonaventure Chidube Molokwu**, and Ziad Kobti. HTransE: Hybrid Translation-based Embedding for Knowledge Graphs (*2022 IEEE International Conference on Knowledge Graph, ICKG-2022*).

11 Appendix G

Documentation of Results of Teaching

University of Windsor - Student Evaluation of Teaching (SET) Report

Academic Years 2020 - 2021

STUDENT EVALUATION OF TEACHING FORM



University
of Windsor



INCORRECT MARKS



CORRECT MARKS



Instructions: Please note that the results of this evaluation will be available to the instructor only AFTER final course grades have been submitted.

The results may be used by:

STUDENTS for aid in course selection:

INSTRUCTORS for feedback on teaching:

ADMINISTRATORS for decisions on career advancement for instructors and for program planning.

DATE	
Year	Month
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

COURSE NUMBER	
Subject	Catalog Number
A	0
A	0
A	0
A	0
B	1
B	1
B	1
B	1
C	2
C	2
C	2
C	2
D	3
D	3
D	3
D	3
E	4
E	4
E	4
E	4
F	5
F	5
F	5
F	5
G	6
G	6
G	6
G	6
H	7
H	7
H	7
H	7
I	8
I	8
I	8
I	8
J	9
J	9
J	9
J	9
K	0
K	0
K	0
K	0
L	1
L	1
L	1
L	1
M	2
M	2
M	2
M	2
N	3
N	3
N	3
N	3
O	4
O	4
P	5
P	5
P	5
P	5
Q	6
Q	6
Q	6
Q	6
R	7
R	7
R	7
R	7
S	8
S	8
S	8
S	8
T	9
T	9
T	9
T	9
U	0
U	0
U	0
V	1
V	1
W	2
W	2
W	2
X	3
X	3
X	3
X	3
Y	4
Y	4
Z	5
Z	5
Z	5
Z	5

This image shows a full sheet of bubble answer paper. The page is filled with a grid of small, circular bubbles arranged in rows. Each row contains a sequence of bubbles, each containing a different letter or number from the English alphabet and the digits zero through nine. The letters are arranged in groups: A through R, S through Z, and then a final group of X, Y, and Z. The numbers are grouped as follows: 0 through 4, 5 through 9, and then 0 through 4 again. This pattern repeats across the entire page. The bubbles are designed to be filled in with a pen or marker to indicate a selected answer for a multiple-choice question.

Please complete the evaluation form honestly and seriously!

Please respond to the statements below for your instructor and then for the course, bearing in mind that there are wide variations in class size and subject matter at the University of Windsor. (If the statement is not applicable in this course, please mark the "NA" column.)

	Extremely Poor	Very Poor	Poor	Adequate	Good	Very Good	Out-Standing	NA
A. The instructor...								
1. presented material in an organized, well-planned manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. used instructional time well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. explained content clearly with appropriate use of examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. was a clear and effective speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. communicated enthusiasm and interest in the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. stimulated your interest in the subject and motivated your learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. attended to students' questions and answered them clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. was open to students' comments and suggestions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. was sensitive to students' difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. was approachable for additional help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. was accessible to students for individual consultation (e.g., by e-mail, phone, on-line, in office hours, after class, open-door, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The overall effectiveness of the instructor was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Rate the course:	Extremely Poor	Very Poor	Poor	Adequate	Good	Very Good	Out-Standing	NA
1. How effective was the course outline in communicating goals and requirements of the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How consistently did the stated course goals match what was being taught in the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How appropriate was the course format for the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How well did the methods of evaluation (e.g., papers, participation, assignments, tests, etc) reflect the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How fair was the grading of student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How timely was the grading of student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How helpful were comments and feedback on student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How well did the instructional materials (website, readings, multi-media materials, etc) facilitate your learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. How well did the instructional activities (lectures, lessons, labs, tutorials, practica, discussions, field trips, etc) facilitate your learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. How reasonable was the level of difficulty of the course material?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. How reasonable was the volume of the work required in the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The value of the overall learning experience was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Your level of enthusiasm for taking this course at the time of initial registration:	<input type="radio"/> low	<input type="radio"/> medium	<input type="radio"/> high					
14. Your level of enthusiasm for the course at the conclusion of the course:	<input type="radio"/> low	<input type="radio"/> medium	<input type="radio"/> high					
15. Considering your experience with this course, would you recommend it to other students?	<input type="radio"/> yes	<input type="radio"/> no						

C. Statements about yourself: This information will be used to identify student demographics and their effect on the questionnaire results. Please answer all questions honestly and to the best of your knowledge. Ask the facilitator for assistance, if needed.

1. Your faculty: (01) Arts (02) Social Sciences (03) Science (04) Business (05) Education
 (06) Engineering (07) Human Kinetics (08) Law (11) Nursing (14) Interfaculty Programs
2. Your status: Undergraduate: 1st year 2nd year 3rd year 4th year 5th year
 or B.Ed. student (Fac. of Educ.) Graduate student (Master's or Ph.D. level) Law Other
3. Status of this course for you: required not required 4. Your expected grade level in this course: A B C D F

D. Additional Statements or questions to be added by the instructor (instructors teaching DE courses or courses taught in an alternative delivery format, see appendix A):

- Q1. 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0

- Q2. 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0

- Q3. 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0
 1 2 3 4 5 6 7 0

Please distribute to appropriate instructors**Student Evaluation of Instructors by Course/section taught**

Winter 2020

Course: COMP2057 Section: 30-R

Enrollment: 122

Instructor: MOLOKWU B.

Forms Scanned: N/A

A. Questions about the Instructor

Question	# of Responses to Scale	Rating
----------	-------------------------	--------

No Student Evaluation of Teaching (SET) was administered due to the COVID-19 pandemic.

B. Questions about the Course

Question	# of Responses to Scale	Rating
----------	-------------------------	--------

No Student Evaluation of Teaching (SET) was administered due to the COVID-19 pandemic.

Please distribute to appropriate instructors

Student Evaluation of Instructors by Course/section taught

Summer 2020

Course: COMP2097 Section: 91-R

Enrollment: 248

Instructor: MOLOKWU B.

Forms Scanned: 14(=6% of enrollment)

A. Questions about the Instructor

Question	# of Responses to Scale Rating								<u>No.</u>	<u>Avg.</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>NA</u>		
A1	0	1	0	1	1	3	8	0	14	6.1
A2	0	1	0	0	0	5	7	1	13	6.2
A3	0	0	1	0	3	4	6	0	14	6.0
A4	0	0	1	0	3	2	4	4	10	5.8
A5	0	1	0	1	4	3	5	0	14	5.6
A6	0	1	0	1	6	1	5	0	14	5.5
A7	0	1	1	1	2	2	7	0	14	5.7
A8	0	1	0	0	3	4	6	0	14	5.9
A9	0	1	0	0	4	2	7	0	14	5.9
A10	0	1	0	0	4	1	8	0	14	6.0
A11	0	1	1	0	2	3	7	0	14	5.9
A12	0	1	0	0	2	6	5	0	14	5.9
										Overall Instructor Rating 5.9

B. Questions about the Course

Question	# of Responses to Scale Rating								<u>No.</u>	<u>Avg.</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>NA</u>		
B1	0	1	0	1	4	3	5	0	14	5.6
B2	0	0	1	0	3	4	6	0	14	6.0
B3	0	1	0	0	2	5	6	0	14	6.0
B4	0	1	0	0	1	5	7	0	14	6.1
B5	0	0	0	1	2	4	7	0	14	6.2
B6	0	0	0	1	3	4	6	0	14	6.1
B7	0	0	0	0	2	5	6	1	13	6.3
B8	0	1	0	0	2	5	6	0	14	6.0
B9	0	1	0	0	5	3	5	0	14	5.7
B10	0	1	0	0	3	3	7	0	14	6.0
B11	0	1	0	0	3	4	6	0	14	5.9
B12	0	1	0	0	0	7	6	0	14	6.1
										Overall Course Rating 6.0
B 13	Low= 8 %	Medium= 38 %	High= 54 %							
B 14	Low= 8 %	Medium= 38 %	High= 54 %							
B 15	Yes= 93 %	No= 7 %								

**D. Questions not reported for this course

REPORT #1**University of Windsor****November 10, 2020**

Student Evaluation of Instructors by Course/section taught

Summer 2020

Course:COMP2097 Section:91-R

Enrollment: 248

Instructor:MOLOKWU B.

Forms Scanned: 14(=6% of enrollment)

Analysis: Overall Instructor(A12) and Course(B12) Rating, by Student Characteristics (values suppressed when No.=1)

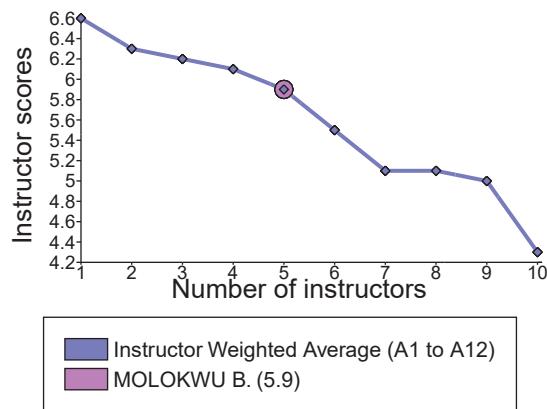
Faculty	Arts	Social Sciences	Science	Business	Education	Engineering	Human Kinetics	Law	Nursing	Interfaculty Programs
No.	0	3	0	7	0	0	0	0	0	0
Instr. Rating (A12)	0	6.7	0	5.3	0	0.0	0	0.0	0.0	0.0
Course Rating (B12)	0	6.7	0	5.7	0	0.0	0	0.0	0.0	0.0
Status of Student	First Year	Second Year	Third Year	Fourth Year	Fifth Year	B. Ed.	Graduate Student	Law	Other	
No.	0	3	5	6	0	0	0	0	0	
Instr. Rating (A12)	0.0	7.0	5.2	6.0	0.0	0.0	0.0	0.0	0.0	
Course Rating (B12)	0.0	7.0	5.4	6.3	0.0	0.0	0.0	0.0	0.0	
Initial Enthusiasm	Low	Medium	High		Current Enthusiasm		Low	Medium	High	
No.	0	5	8		No.		0	5	8	
Instr. Rating (A12)	0	6.4	5.6	Instr. Rating (A12)		0	6.4	5.6		
Course Rating (B12)	0	6.4	6.0	Course Rating (B12)		0	6.4	6.0		
Expected Grade	A	B	C	D	F					
No.	14	0	0	0	0					
Instr. Rating (A12)	5.9	0.0	0.0	0.0	0.0					
Course Rating (B12)	6.1	0.0	0.0	0.0	0.0					
Course Required	Required	Not Required		Recommendation of Course		Yes	No			
No.	0	13	No.		13	0				
Instr. Rating (A12)	0	5.9	Instr. Rating (A12)		6.2	0				
Course Rating (B12)	0	6.2	Course Rating (B12)		6.5	0				

Student Evaluation of Instructor ratings (weighted average) including all courses/sections taught by the Instructor in the AAU

Summer 2020

SCHOOL OF COMPUTER SCIENCE

Name	Instructor Weighted Average (A1 to A12)
***	6.6
***	6.3
***	6.2
***	6.1
MOLOKWU B.	<u>5.9</u>
***	5.5
***	5.1
***	5.1
***	5.0
***	4.3



REPORT #5 NTT

University of Windsor

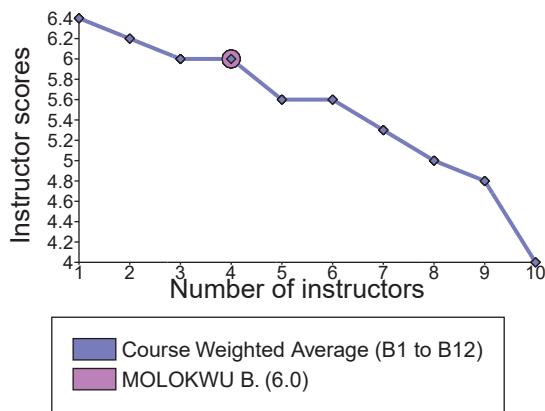
November 10, 2020

Student Evaluation of Course ratings (weighted average) including all courses/sections taught by the Instructor in the AAU

Summer 2020

SCHOOL OF COMPUTER SCIENCE

Name	Course Weighted Average (B1 to B12)
***	6.4
***	6.2
***	6.0
MOLOKWU B.	<u>6.0</u>
***	5.6
***	5.6
***	5.3
***	5.0
***	4.8
***	4.0



Enrolled Students:	89
Surveys Submitted:	10
Response Rate:	11%

B15. Considering your experience with this course, would you recommend it to other students?	YES NO	100% 0%
--	-----------	------------

Overall Course Score	6.1
----------------------	-----

C3. Status of this course for you	Yes No	50% 50%
-----------------------------------	-----------	------------

The instructor...	CLASS MEAN	Response Total	1	2	3	4	5	6	7	NA
			Extremely Poor	Very Poor	Poor	Adequate	Good	Very Good	Outstanding	
A1. presented material in an organized, well-planned manner	6.3	10	0%	0%	0%	10%	0%	40%	50%	0%
A2. used instructional time well	6.2	10	0%	0%	0%	10%	20%	10%	60%	0%
A3. explained content clearly with appropriate use of examples	6.0	10	0%	0%	0%	20%	10%	20%	50%	0%
A4. was a clear and effective speaker	5.8	10	0%	0%	0%	10%	30%	30%	30%	0%
A5. communicated enthusiasm and interest in the course material	6.4	10	0%	0%	0%	10%	0%	30%	60%	0%
A6. stimulated your interest in the subject and motivated your learning	6.1	10	0%	0%	0%	10%	20%	20%	50%	0%
A7. attended to students' questions and answered them clearly and effectively	6.2	10	0%	0%	0%	10%	10%	30%	50%	0%
A8. was open to students' comments and suggestions	6.3	10	0%	0%	0%	10%	10%	20%	60%	0%
A9. was sensitive to students' difficulties	6.2	10	0%	0%	0%	10%	10%	30%	50%	0%
A10. was approachable for additional help	6.1	10	0%	0%	0%	10%	20%	20%	50%	0%
A11. was accessible to students for individual consultation (in office hours, after class, open-door, by e-mail, phone)	6.0	10	0%	0%	0%	10%	20%	10%	40%	20%
A12. The overall effectiveness of the instructor was	6.4	10	0%	0%	0%	10%	0%	30%	60%	0%

Rate the course:	CLASS MEAN	Response Total	1	2	3	4	5	6	7	NA
			Extremely Poor	Very Poor	Poor	Adequate	Good	Very Good	Outstanding	
B1. How effective was the course outline in communicating goals and requirements of the course?	6.0	10	0%	0%	0%	10%	20%	30%	40%	0%
B2. How consistently did the stated course goals match what was being taught in the course?	6.2	10	0%	0%	0%	10%	10%	30%	50%	0%
B3. How appropriate was the course format for the subject matter?	6.2	10	0%	0%	0%	10%	10%	30%	50%	0%
B4. How well did the methods of evaluation (e.g., papers, assignments, tests, etc.) reflect the subject matter?	6.4	10	0%	0%	0%	10%	0%	30%	60%	0%
B5. How fair was the grading of student work?	6.4	10	0%	0%	0%	10%	0%	30%	60%	0%
B6. How timely was the grading of student work?	6.3	10	0%	0%	0%	10%	10%	20%	60%	0%
B7. How helpful were comments and feedback on student work?	6.0	10	0%	0%	10%	10%	0%	30%	50%	0%
B8. How well did the instructional materials (readings, audio-visual materials, etc) facilitate your learning?	5.9	10	0%	0%	0%	10%	20%	40%	30%	0%
B9. How well did the instructional activities (lectures, labs, tutorials, practia, field trips, etc) facilitate your learning?	6.0	10	0%	0%	0%	20%	10%	20%	50%	0%
B10. How reasonable was the level of difficulty of the course material?	5.5	10	0%	0%	0%	20%	30%	30%	20%	0%
B11. How reasonable was the volume of the work required in the course?	6.2	10	0%	0%	0%	10%	10%	30%	50%	0%
B12. The value of the overall learning experience was	6.1	10	0%	0%	0%	10%	10%	30%	40%	10%

Enrolled Students:	89
Surveys Submitted:	10
Response Rate:	11%

Overall Instructor Role	6.2
-------------------------	-----

Overall Course Score	6.1
----------------------	-----

	Low	Medium	High
B13. Your level of enthusiasm for taking this course at the time of initial registration:	20.0%	30.0%	50.0%
B14. Your level of enthusiasm for the course at the conclusion of the course:	0%	20.0%	80.0%

B14.	High	25.0%	35.0%	65.0%
	Medium	15.0%	25.0%	55.0%
	Low	10.0%	35.0%	50.0%
	Low	Medium	High	B13.

Home Faculty	Arts	Social Sciences	Science	Business	Education	Engineering	Human Kinetics	Law	Nursing
Count	0	3	5	0	0	0	0	0	0
Instructor Score	6.4	6	6	0	0	0	0	0	0
Course Score	6.2	6	6	0	0	0	0	0	0

Your Level	First Year	Second Year	Third Year	Fourth Year	Fifth Year	B. Ed.	Graduate Student	Law	Other
Count	2	4	3	0	0	0	0	0	0
Instructor Score	6.8	5.9	6.3	0	0	0	0	0	0
Course Score	6.6	5.8	6.2	0	0	0	0	0	0

Recommend Course?	Yes	No
Count	10	0
Instructor Score	6.2	0
Course Score	6.1	0

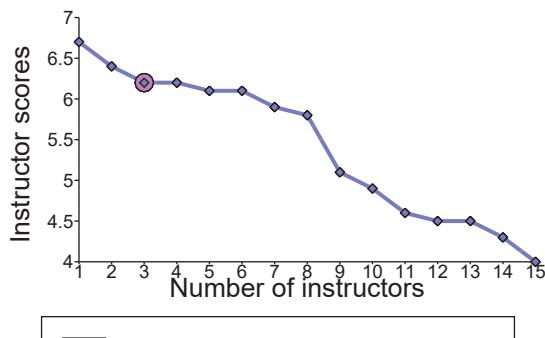
Course Required?	Required	Not Required
Count	5	5
Instructor Score	6	6.4
Course Score	5.9	6.3

Student Evaluation of Instructor ratings (weighted average) including all courses/sections taught by the Instructor in the AAU

Winter 2021

SCHOOL OF COMPUTER SCIENCE

Name	Instructor Weighted Average (A1 to A12)
***	6.7
***	6.4
MOLOKWU B.	<u>6.2</u>
***	6.2
***	6.1
***	6.1
***	5.9
***	5.8
***	5.1
***	4.9
***	4.6
***	4.5
***	4.5
***	4.3
***	4.0



REPORT #5 NTT

University of Windsor

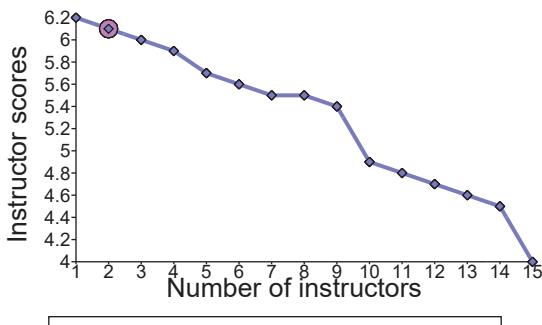
June 12, 2021

Student Evaluation of Course ratings (weighted average) including all courses/sections taught by the Instructor in the AAU

Winter 2021

SCHOOL OF COMPUTER SCIENCE

Name	Course Weighted Average (B1 to B12)
***	6.2
MOLOKWU B.	<u>6.1</u>
***	6.0
***	5.9
***	5.7
***	5.6
***	5.5
***	5.5
***	5.4
***	4.9
***	4.8
***	4.7
***	4.6
***	4.5
***	4.0



Concordia University - Course Evaluation Report

Academic Year 2022

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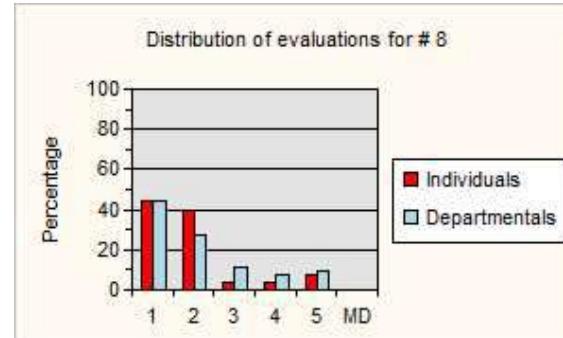
Concordia University Course Evaluation Report

ENGINEERING & COMPUTER SCIENCE

PROF: Bonaventure Molokwu **DEPT:** COMPUTER SCIENCE **COURSE:** COMP 248 **SECTION:** T **YEAR:** 2022 **TERM:** 2F
NUMBER OF EVALUATIONS: 1
NUMBER OF STUDENTS: 72
STUDENTS RESPONDING: 25
PERCENTAGE OF STUDENTS RESPONDING: 34.72%

8. Overall, I am learning a great deal in this course.

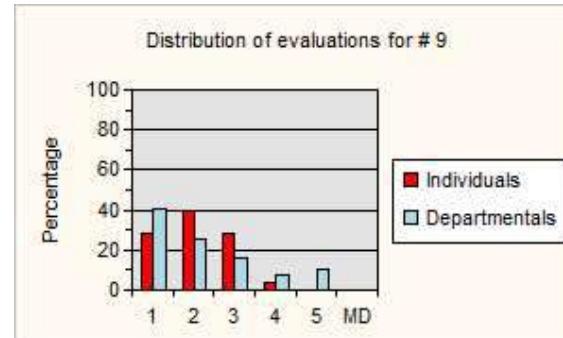
Mean for this course:	1.92
Standard Deviation:	1.19
Departmental Mean (current semester):	2.21
Departmental Mean (historical):	2.15
Faculty Mean (current semester):	2.08
Centiles:	
Lowest mean for a course in this department:	1.25
Highest mean for a course in this department:	4.50
Student	1 2 3 4 5 MD
Responses:	11 10 1 1 2 0



1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

9. Overall, this is an excellent course.

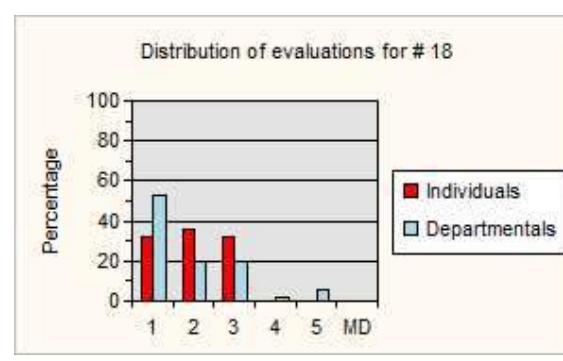
Mean for this course:	2.08
Standard Deviation:	0.86
Departmental Mean (current semester):	2.38
Departmental Mean (historical):	2.28
Faculty Mean (current semester):	2.21
Centiles:	
Lowest mean for a course in this department:	1.08
Highest mean for a course in this department:	4.56
Student	1 2 3 4 5 MD
Responses:	7 10 7 1 0 0



1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

18. The professor is available during office hours for consultation.

Mean for this course:	2.00
Standard Deviation:	0.82
Departmental Mean (current semester):	2.03
Departmental Mean (historical):	2.02
Faculty Mean (current semester):	1.93
Centiles:	
Lowest mean for a course in this department:	1.10
Highest mean for a course in this department:	3.67
Student	1 2 3 4 5 MD
Responses:	8 9 8 0 0 0

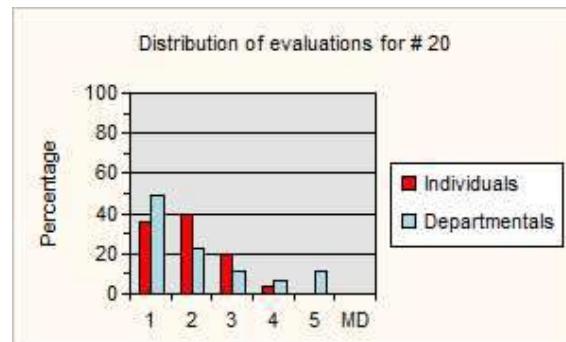


1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

20. Overall, the professor is an effective teacher.

Mean for this course:	1.92
Standard Deviation:	0.86
Departmental Mean (current semester):	2.28
Departmental Mean (historical):	2.15
Faculty Mean (current semester):	2.11
Centiles:	

Lowest mean for a course in this department:	1.08
Highest mean for a course in this department:	4.67
Student	1 2 3 4 5 MD
Responses:	9 10 5 1 0 0



1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

							1	2	3	4	5	MD	Class Mean	Class Std.Dev.	Dept. Semester	Dept. History	Faculty Mean	Centiles	Low Mean	High Mean
1	The course outline/syllabus provided sufficient information on the course content.	12	8	3	2	0	0	1.80	0.96	1.90	1.88	1.81						1.24	4.05	
2	The distribution of marks (tests, assignments, labs, final exam) was clearly stated in the course outline.	19	5	0	0	1	0	1.36	0.86	1.71	1.72	1.67	<					1.00	4.19	
3	I find the course materials (such as class notes) useful.	8	7	6	4	0	0	2.24	1.09	2.23	2.17	2.12						1.33	4.60	
4	I find the textbook useful.	7	2	5	5	1	5	2.55	1.36	2.59	2.50	2.37						1.00	3.94	
5	The assignments help me understand the material.	14	9	1	0	1	0	1.60	0.91	2.11	2.03	2.05	<					1.17	4.14	
6	The tests correspond to what was covered in class.	8	8	7	1	0	1	2.04	0.91	2.16	2.03	2.00						1.17	4.58	
7	I am satisfied with the amount of material covered in this course.	8	9	5	2	1	0	2.16	1.11	2.22	2.18	2.10						1.18	4.09	
10	The professor is well prepared for the classes.	12	9	3	0	0	1	1.63	0.71	2.03	1.92	1.88						1.08	4.14	
11	The professor presents the material clearly.	10	8	4	2	0	1	1.92	0.97	2.28	2.17	2.14						1.09	4.47	
12	The professor generates interest in the subject.	11	7	5	1	0	1	1.83	0.92	2.30	2.23	2.12						1.08	4.78	
13	The professor gives the lectures at an appropriate pace.	10	8	5	1	0	1	1.88	0.90	2.13	2.11	2.04						1.08	4.00	
14	The professor makes effective use of the class time.	9	10	3	2	0	1	1.92	0.93	2.09	2.03	1.97						1.09	3.72	
15	The professor is concerned that students understand the material.	11	6	6	0	1	1	1.92	1.06	2.12	2.07	2.03						1.13	4.56	
16	The professor encourages students to participate in class.	14	7	2	0	1	1	1.63	0.97	2.16	2.12	2.06	<					1.06	4.54	
17	The professor provides timely and effective feedback regarding the tests and assignments.	8	7	7	1	1	1	2.17	1.09	2.31	2.27	2.21						1.06	4.29	
19	The professor is helping me to learn a great deal in this course.	7	10	2	3	0	3	2.05	1.00	2.32	2.28	2.18						1.17	4.69	

1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

LEGEND:

The term 'N/A' stands for 'Not Applicable'

The term 'MD' stands for 'Missing Data'

STATISTICS:

The total number students participating in the evaluations and the total number of classes used in the comparisons for this particular report are listed in the following table:

TOTALS	DEPARTMENT		FACULTY	
	Current Semester	All	Current Semester	All
# of Classes	79	2274	308	9335
# of Participants	2322	57157	7929	241079

NOTES:

1. Departmental means and percentages have been calculated as the average of all the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
2. The numbers quoted are actual numbers of respondents.
3. Standard Deviation is a measure of the degree to which the responses varied for each question. A smaller value suggests a higher level

of agreement among the respondents.

4. The graphical symbols represented as Centiles are decoded as: << (0-10) < (10-30) > (70-90) >> (90-100) in which the number designates the percentile of the class mean in relation to the faculty.

5. The lowest and highest mean for a course in this department is for the current semester.

-
- For more detailed information please click on this link: [Centre for Teaching & Learning Services \(CTLS\)](#).
 - Scanned version of the [Questionnaire Forms](#) are also available at the CTLS website.
 - To print this page click [here](#)

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Concordia University Course Evaluation Report

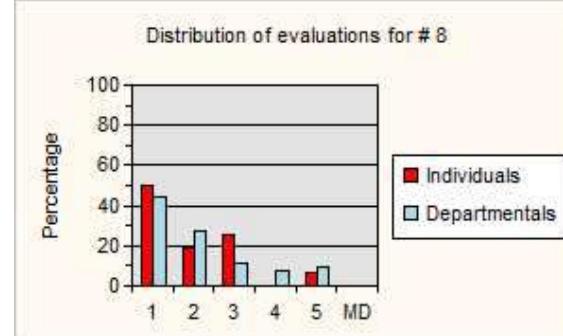
ENGINEERING & COMPUTER SCIENCE

PROF: Bonaventure Molokwu **DEPT:** COMPUTER SCIENCE **COURSE:** COMP 248 **SECTION:** S **YEAR:** 2022 **TERM:** 2F

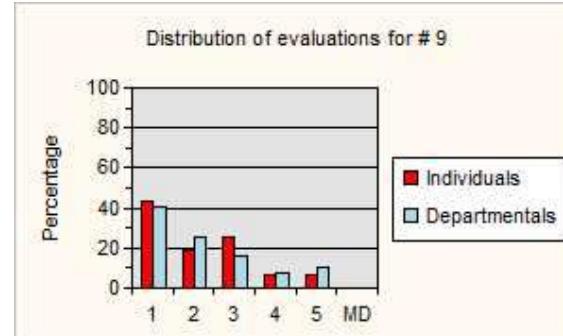
NUMBER OF EVALUATIONS: 1
NUMBER OF STUDENTS: 55
STUDENTS RESPONDING: 16
PERCENTAGE OF STUDENTS RESPONDING: 29.09%

8. Overall, I am learning a great deal in this course.

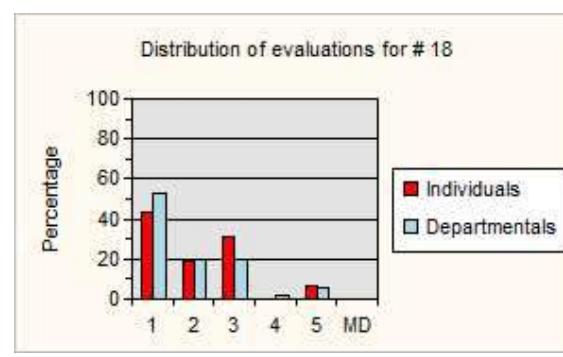
Mean for this course:	1.94
Standard Deviation:	1.18
Departmental Mean (current semester):	2.21
Departmental Mean (historical):	2.15
Faculty Mean (current semester):	2.08
Centiles:	
Lowest mean for a course in this department:	1.25
Highest mean for a course in this department:	4.50
Student	1 2 3 4 5 MD
Responses:	8 3 4 0 1 0


1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
9. Overall, this is an excellent course.

Mean for this course:	2.13
Standard Deviation:	1.26
Departmental Mean (current semester):	2.38
Departmental Mean (historical):	2.28
Faculty Mean (current semester):	2.21
Centiles:	
Lowest mean for a course in this department:	1.08
Highest mean for a course in this department:	4.56
Student	1 2 3 4 5 MD
Responses:	7 3 4 1 1 0

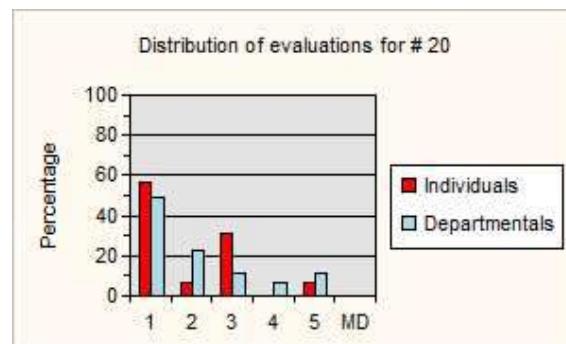

1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
18. The professor is available during office hours for consultation.

Mean for this course:	2.06
Standard Deviation:	1.18
Departmental Mean (current semester):	2.03
Departmental Mean (historical):	2.02
Faculty Mean (current semester):	1.93
Centiles:	
Lowest mean for a course in this department:	1.10
Highest mean for a course in this department:	3.67
Student	1 2 3 4 5 MD
Responses:	7 3 5 0 1 0


1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
20. Overall, the professor is an effective teacher.

Mean for this course:	1.94
Standard Deviation:	1.24
Departmental Mean (current semester):	2.28
Departmental Mean (historical):	2.15
Faculty Mean (current semester):	2.11
Centiles:	

Lowest mean for a course in this department:	1.08
Highest mean for a course in this department:	4.67
Student	1 2 3 4 5 MD
Responses:	9 1 5 0 1 0



1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

							1	2	3	4	5	MD	Class Mean	Class Std.Dev.	Dept. Semester	Dept. History	Faculty Mean	Centiles	Low Mean	High Mean
1	The course outline/syllabus provided sufficient information on the course content.	9	2	3	0	1	1	1.80	1.21	1.90	1.88	1.81						1.24	4.05	
2	The distribution of marks (tests, assignments, labs, final exam) was clearly stated in the course outline.	9	3	2	0	1	1	1.73	1.16	1.71	1.72	1.67						1.00	4.19	
3	I find the course materials (such as class notes) useful.	6	4	3	0	2	1	2.20	1.37	2.23	2.17	2.12						1.33	4.60	
4	I find the textbook useful.	5	0	5	3	1	2	2.64	1.39	2.59	2.50	2.37						1.00	3.94	
5	The assignments help me understand the material.	6	5	1	2	1	1	2.13	1.30	2.11	2.03	2.05						1.17	4.14	
6	The tests correspond to what was covered in class.	7	3	3	0	2	1	2.13	1.41	2.16	2.03	2.00						1.17	4.58	
7	I am satisfied with the amount of material covered in this course.	5	5	3	2	1	0	2.31	1.25	2.22	2.18	2.10	>					1.18	4.09	
10	The professor is well prepared for the classes.	7	3	3	0	2	1	2.13	1.41	2.03	1.92	1.88	>					1.08	4.14	
11	The professor presents the material clearly.	6	4	3	1	1	1	2.13	1.25	2.28	2.17	2.14						1.09	4.47	
12	The professor generates interest in the subject.	9	1	3	1	1	1	1.93	1.33	2.30	2.23	2.12						1.08	4.78	
13	The professor gives the lectures at an appropriate pace.	7	2	5	0	1	1	2.07	1.22	2.13	2.11	2.04						1.08	4.00	
14	The professor makes effective use of the class time.	6	5	2	1	1	1	2.07	1.22	2.09	2.03	1.97						1.09	3.72	
15	The professor is concerned that students understand the material.	10	2	2	0	1	1	1.67	1.18	2.12	2.07	2.03	<					1.13	4.56	
16	The professor encourages students to participate in class.	10	2	2	0	1	1	1.67	1.18	2.16	2.12	2.06	<					1.06	4.54	
17	The professor provides timely and effective feedback regarding the tests and assignments.	6	2	4	2	1	1	2.33	1.35	2.31	2.27	2.21						1.06	4.29	
19	The professor is helping me to learn a great deal in this course.	7	3	3	1	1	1	2.07	1.28	2.32	2.28	2.18						1.17	4.69	

1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

LEGEND:

The term 'N/A' stands for 'Not Applicable'

The term 'MD' stands for 'Missing Data'

STATISTICS:

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NOTES:

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2. The numbers quoted are actual numbers of respondents.
3. Standard Deviation is a measure of the degree to which the responses varied for each question. A smaller value suggests a higher level

of agreement among the respondents.

4. The graphical symbols represented as Centiles are decoded as: << (0-10) < (10-30) > (70-90) >> (90-100) in which the number designates the percentile of the class mean in relation to the faculty.

5. The lowest and highest mean for a course in this department is for the current semester.

-
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Concordia University Course Evaluation Report

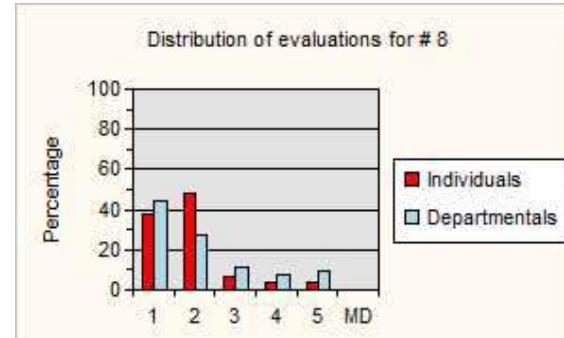
ENGINEERING & COMPUTER SCIENCE

PROF: Bonaventure Molokwu **DEPT:** COMPUTER SCIENCE **COURSE:** COMP 232 **SECTION:** R **YEAR:** 2022 **TERM:** 2F

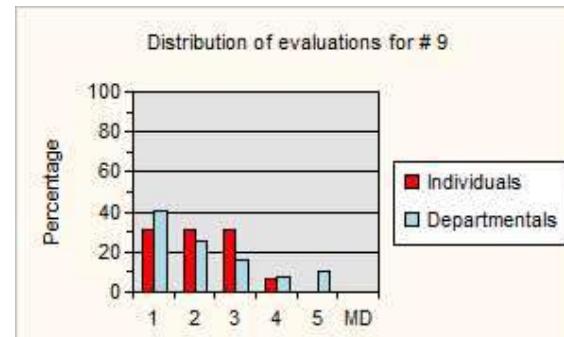
NUMBER OF EVALUATIONS: 1
NUMBER OF STUDENTS: 68
STUDENTS RESPONDING: 29
PERCENTAGE OF STUDENTS RESPONDING: 42.65%

8. Overall, I am learning a great deal in this course.

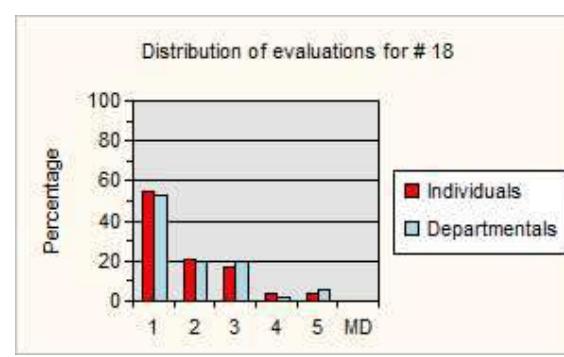
Mean for this course:	1.86
Standard Deviation:	0.95
Departmental Mean (current semester):	2.21
Departmental Mean (historical):	2.15
Faculty Mean (current semester):	2.08
Centiles:	
Lowest mean for a course in this department:	1.25
Highest mean for a course in this department:	4.50
Student	1 2 3 4 5 MD
Responses:	11 14 2 1 1 0


1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
9. Overall, this is an excellent course.

Mean for this course:	2.14
Standard Deviation:	0.95
Departmental Mean (current semester):	2.38
Departmental Mean (historical):	2.28
Faculty Mean (current semester):	2.21
Centiles:	
Lowest mean for a course in this department:	1.08
Highest mean for a course in this department:	4.56
Student	1 2 3 4 5 MD
Responses:	9 9 9 2 0 0

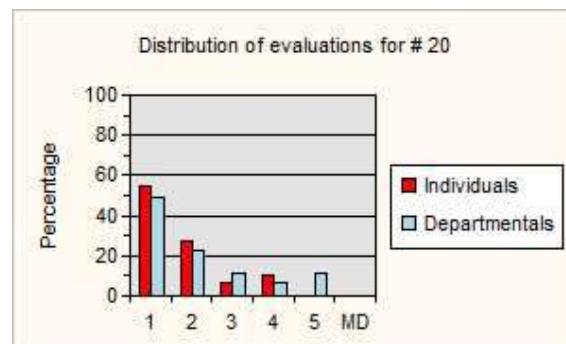

1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
18. The professor is available during office hours for consultation.

Mean for this course:	1.79
Standard Deviation:	1.08
Departmental Mean (current semester):	2.03
Departmental Mean (historical):	2.02
Faculty Mean (current semester):	1.93
Centiles:	
Lowest mean for a course in this department:	1.10
Highest mean for a course in this department:	3.67
Student	1 2 3 4 5 MD
Responses:	16 6 5 1 1 0


1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
20. Overall, the professor is an effective teacher.

Mean for this course:	1.72
Standard Deviation:	1.00
Departmental Mean (current semester):	2.28
Departmental Mean (historical):	2.15
Faculty Mean (current semester):	2.11
Centiles:	<

Lowest mean for a course in this department:	1.08
Highest mean for a course in this department:	4.67
Student	1 2 3 4 5 MD
Responses:	16 8 2 3 0 0



1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

							1	2	3	4	5	MD	Class Mean	Class Std.Dev.	Dept. Semester	Dept. History	Faculty Mean	Centiles	Low Mean	High Mean
1	The course outline/syllabus provided sufficient information on the course content.	14	10	3	1	1	0	1.79	1.01	1.90	1.88	1.81						1.24	4.05	
2	The distribution of marks (tests, assignments, labs, final exam) was clearly stated in the course outline.	18	6	2	1	2	0	1.72	1.19	1.71	1.72	1.67						1.00	4.19	
3	I find the course materials (such as class notes) useful.	17	8	3	0	1	0	1.62	0.94	2.23	2.17	2.12	<					1.33	4.60	
4	I find the textbook useful.	5	8	10	2	4	0	2.72	1.25	2.59	2.50	2.37	>					1.00	3.94	
5	The assignments help me understand the material.	15	10	2	1	1	0	1.72	1.00	2.11	2.03	2.05						1.17	4.14	
6	The tests correspond to what was covered in class.	14	9	2	2	2	0	1.93	1.22	2.16	2.03	2.00						1.17	4.58	
7	I am satisfied with the amount of material covered in this course.	10	9	8	2	0	0	2.07	0.96	2.22	2.18	2.10						1.18	4.09	
10	The professor is well prepared for the classes.	17	7	3	1	1	0	1.69	1.04	2.03	1.92	1.88						1.08	4.14	
11	The professor presents the material clearly.	15	6	6	0	2	0	1.90	1.18	2.28	2.17	2.14						1.09	4.47	
12	The professor generates interest in the subject.	16	7	3	2	1	0	1.79	1.11	2.30	2.23	2.12						1.08	4.78	
13	The professor gives the lectures at an appropriate pace.	17	6	3	1	2	0	1.79	1.21	2.13	2.11	2.04						1.08	4.00	
14	The professor makes effective use of the class time.	20	4	1	3	1	0	1.66	1.17	2.09	2.03	1.97						1.09	3.72	
15	The professor is concerned that students understand the material.	20	4	3	1	1	0	1.59	1.05	2.12	2.07	2.03	<					1.13	4.56	
16	The professor encourages students to participate in class.	19	4	4	0	1	1	1.57	1.00	2.16	2.12	2.06	<					1.06	4.54	
17	The professor provides timely and effective feedback regarding the tests and assignments.	12	3	11	1	0	2	2.04	1.02	2.31	2.27	2.21						1.06	4.29	
19	The professor is helping me to learn a great deal in this course.	14	10	3	2	0	0	1.76	0.91	2.32	2.28	2.18	<					1.17	4.69	

1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

LEGEND:

The term 'N/A' stands for 'Not Applicable'

The term 'MD' stands for 'Missing Data'

STATISTICS:

The total number students participating in the evaluations and the total number of classes used in the comparisons for this particular report are listed in the following table:

TOTALS	DEPARTMENT		FACULTY	
	Current Semester	All	Current Semester	All
# of Classes	79	2274	308	9335
# of Participants	2322	57157	7929	241079

NOTES:

1. Departmental means and percentages have been calculated as the average of all the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
2. The numbers quoted are actual numbers of respondents.
3. Standard Deviation is a measure of the degree to which the responses varied for each question. A smaller value suggests a higher level

of agreement among the respondents.

4. The graphical symbols represented as Centiles are decoded as: << (0-10) < (10-30) > (70-90) >> (90-100) in which the number designates the percentile of the class mean in relation to the faculty.

5. The lowest and highest mean for a course in this department is for the current semester.

- For more detailed information please click on this link: [Centre for Teaching & Learning Services \(CTLS\)](#).
- Scanned version of the [Questionnaire Forms](#) are also available at the CTLS website.
- To print this page click [here](#)

Note: Please use the "**Print Preview**" function in your browser to ensure the full contents will be printed. You may need to change the page setup (in your browser options) or even change the default values for the **margins** in order for the contents to fit within the page. Also, in order to print the charts properly, you need to activate the "**Print background colors and images**" option. The option is accessible via the Advanced tab from the Internet Options in Microsoft Internet Explorer.

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Concordia University Course Evaluation Report

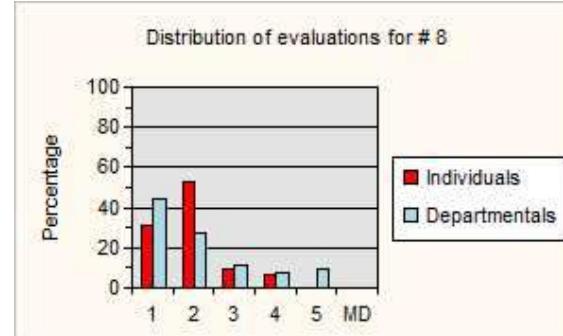
ENGINEERING & COMPUTER SCIENCE

PROF: Bonaventure Molokwu **DEPT:** COMPUTER SCIENCE **COURSE:** COMP 232 **SECTION:** S **YEAR:** 2022 **TERM:** 2F

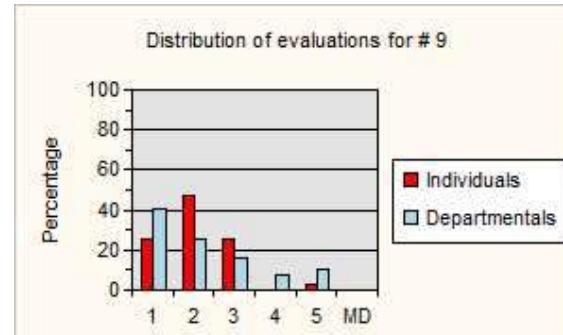
NUMBER OF EVALUATIONS: 1
NUMBER OF STUDENTS: 96
STUDENTS RESPONDING: 32
PERCENTAGE OF STUDENTS RESPONDING: 33.33%

8. Overall, I am learning a great deal in this course.

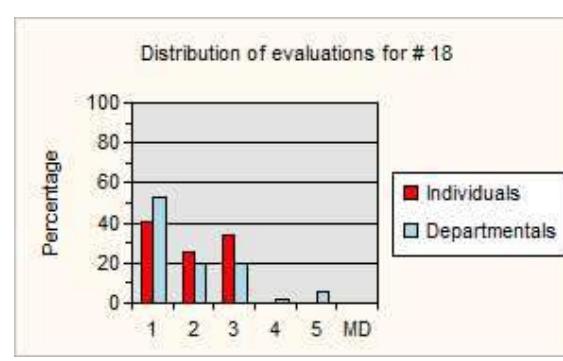
Mean for this course:	1.91
Standard Deviation:	0.82
Departmental Mean (current semester):	2.21
Departmental Mean (historical):	2.15
Faculty Mean (current semester):	2.08
Centiles:	
Lowest mean for a course in this department:	1.25
Highest mean for a course in this department:	4.50
Student	1 2 3 4 5 MD
Responses:	10 17 3 2 0 0


1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
9. Overall, this is an excellent course.

Mean for this course:	2.09
Standard Deviation:	0.89
Departmental Mean (current semester):	2.38
Departmental Mean (historical):	2.28
Faculty Mean (current semester):	2.21
Centiles:	
Lowest mean for a course in this department:	1.08
Highest mean for a course in this department:	4.56
Student	1 2 3 4 5 MD
Responses:	8 15 8 0 1 0

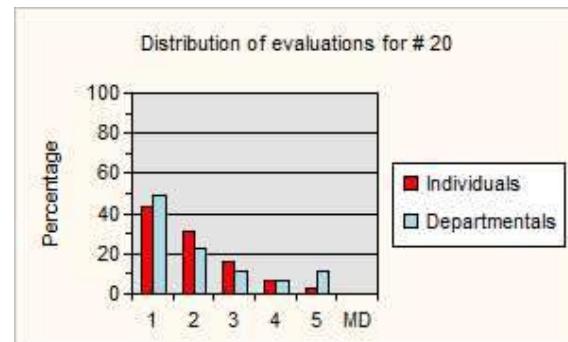

1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
18. The professor is available during office hours for consultation.

Mean for this course:	1.94
Standard Deviation:	0.88
Departmental Mean (current semester):	2.03
Departmental Mean (historical):	2.02
Faculty Mean (current semester):	1.93
Centiles:	
Lowest mean for a course in this department:	1.10
Highest mean for a course in this department:	3.67
Student	1 2 3 4 5 MD
Responses:	13 8 11 0 0 0


1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data
20. Overall, the professor is an effective teacher.

Mean for this course:	1.94
Standard Deviation:	1.08
Departmental Mean (current semester):	2.28
Departmental Mean (historical):	2.15
Faculty Mean (current semester):	2.11
Centiles:	

Lowest mean for a course in this department:	1.08
Highest mean for a course in this department:	4.67
Student	1 2 3 4 5 MD
Responses:	14 10 5 2 1 0



1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

							1	2	3	4	5	MD	Class Mean	Class Std.Dev.	Dept. Semester	Dept. History	Faculty Mean	Centiles	Low Mean	High Mean
1	The course outline/syllabus provided sufficient information on the course content.	16	10	4	1	0	1	1.68	0.83	1.90	1.88	1.81						1.24	4.05	
2	The distribution of marks (tests, assignments, labs, final exam) was clearly stated in the course outline.	24	5	1	1	0	1	1.32	0.70	1.71	1.72	1.67	<					1.00	4.19	
3	I find the course materials (such as class notes) useful.	16	7	6	2	0	1	1.81	0.98	2.23	2.17	2.12						1.33	4.60	
4	I find the textbook useful.	6	10	7	4	2	3	2.52	1.18	2.59	2.50	2.37						1.00	3.94	
5	The assignments help me understand the material.	19	8	4	0	0	1	1.52	0.72	2.11	2.03	2.05	<					1.17	4.14	
6	The tests correspond to what was covered in class.	20	8	3	0	0	1	1.45	0.68	2.16	2.03	2.00	<					1.17	4.58	
7	I am satisfied with the amount of material covered in this course.	14	10	4	2	1	1	1.90	1.08	2.22	2.18	2.10						1.18	4.09	
10	The professor is well prepared for the classes.	21	9	1	0	0	1	1.35	0.55	2.03	1.92	1.88	<					1.08	4.14	
11	The professor presents the material clearly.	11	11	7	0	2	1	2.06	1.09	2.28	2.17	2.14						1.09	4.47	
12	The professor generates interest in the subject.	14	8	6	1	2	1	2.00	1.18	2.30	2.23	2.12						1.08	4.78	
13	The professor gives the lectures at an appropriate pace.	13	10	3	5	0	1	2.00	1.10	2.13	2.11	2.04						1.08	4.00	
14	The professor makes effective use of the class time.	19	7	4	0	1	1	1.61	0.95	2.09	2.03	1.97	<					1.09	3.72	
15	The professor is concerned that students understand the material.	18	7	4	2	0	1	1.68	0.94	2.12	2.07	2.03	<					1.13	4.56	
16	The professor encourages students to participate in class.	17	8	5	1	0	1	1.68	0.87	2.16	2.12	2.06	<					1.06	4.54	
17	The professor provides timely and effective feedback regarding the tests and assignments.	12	11	6	2	0	1	1.94	0.93	2.31	2.27	2.21						1.06	4.29	
19	The professor is helping me to learn a great deal in this course.	11	12	6	0	2	1	2.03	1.08	2.32	2.28	2.18						1.17	4.69	

1=Strongly Agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly Disagree, MD=Missing Data

LEGEND:

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STATISTICS:

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Interpreting course evaluations

Please note that the evaluation reports differ across sectors, and that some descriptors shown in this table may not be used in your particular evaluation report(s).

Descriptor	Explanation
Returned evaluations	<p>Any statistics based on fewer than 10 student responses should be interpreted with caution.</p> <p>The response rate from each class ought to be at least 50% to ensure results are representative.</p> <p>Classes with fewer than 5 students are not evaluated at all since, the reliability of the results in any statistical calculation increases along with the sample size, and statistics for any class of fewer than 5 students could therefore not be considered reliable.</p> <p>If you have a low response rate, please be sure to follow these guidelines next time.</p>
Student responses 1 2 3 4 5	<p>This column indicates actual responses recorded for each question. For example: 10 8 2 0 0 would indicate that:</p> <ul style="list-style-type: none">• 10 students strongly agreed with this question,• 8 agreed,• 2 neither agreed nor disagreed. <p>Note: refer to the original questionnaire for interpretation; 5 can be positive or negative and descriptors (such as "strongly agree") vary.</p>

MD (Missing Data):

This number indicates how many students did not respond to a particular question. Possible explanations:

- student did not fill in the form correctly;
- or forgot to answer a question;
- marking was not dark enough for scanning;
- or the student changed his or her mind and filled two circles.

Faculty should advise students that questionnaires are being scanned and consequently to:

- use a black or blue pen or a number 2 pencil only;
- fill the circles completely;

and not to:

- mark options with an **X**;
- use ink that penetrates the paper;
- change their minds and fill in two circles.

This information is on the questionnaires, but students may not take the time to read it.

We've had a few examples of faculty calling us because students did not complete the questionnaires properly. There is nothing we can do about this.

Class Mean

Average, based on those students who filled questionnaires correctly.

Look at the poll before interpreting results:

- when 1 is best, the lower the score the better;
- when 5 is best answer, the higher the score the better.
- Also note that for the Science Sector only: for question 10 the preferred answer is 3.

Departmental Mean History

Historical mean for the department over time.

This cumulative statistic is only calculated since the introduction of the new questionnaire - which varies between departments.

Std. Dev

Standard Deviation is the measure of the degree to which the responses varied for each question. A smaller value suggests a higher level of agreement among the respondents.

Departmental Mean Semester

The mean for the department - for this semester only.

This should be used to qualify your class mean against the mean for the department.

For example: when 1 is the most positive answer, the faculty member rated better than the department if class mean is lower than the semester mean. This interpretation differs when 5 or 3 is the most positive.

Sector Mean	<p>This is the aggregated mean of the whole of your:</p> <ul style="list-style-type: none"> • sector (Arts & Science) or; • faculty (ENCS) or; • department (JMSB). <p>For example: when 1 is the most positive answer, the faculty member rated better than the sector if class mean is lower than the sector mean. This interpretation differs when 5 or 3 is the most positive.</p>
StatTest (Arts & Science only)	<p>Percentile of the class mean in relation to the sector. This ranks your score against that of your sector colleagues.</p> <p>The lower the percentile, the better the score. For example, a score of 20.00 means that 19% of teachers in your sector scored better than you on a particular question and 79% scored worse.</p> <p>Note: In Arts & Science this statistic only includes undergraduate courses.</p>
Centiles (Arts & Science, ENCS, JMSB)	<p>The ">" centile arrows are used as visual indicators of your results compared to the evaluations in your:</p> <ul style="list-style-type: none"> • sector (Arts & Science) or; • faculty (ENCS) or; • department (JMSB). <p><< : (centiles: 0-10) Your students rated this aspect of your course higher than in 90% of the evaluations in your sector.</p> <p>< : (centiles: 10-30) Your students rated this aspect of your course higher than in 70% of the evaluations in your sector.</p> <p>no arrow: (centiles: 30-70) When there are no arrows this item is in the middle 40%</p> <p>> : (centiles: 70-90) Your students rated this aspect of your course lower than in 70% of the evaluations in your sector.</p> <p>>> : (centiles: 90-100) Your students rated this aspect of your course lower than in 90% of the evaluations in your sector.</p>
Low Mn and High Mn	<p>Lowest and highest mean for a course in your department for the current semester.</p> <p>These numbers give faculty members a sense of the range of responses. For example, if the lowest mean is 1.17 and the highest mean is 1.54 and you have received a score of 1.52, you have scored near the bottom of your department.</p>

Interpretation of results

The Centre is available to assist professors with the interpretation of their results.

Contact [Robert Cassidy](#), Director or [Alicia Cundell](#), Teaching Consultant, for more information.

Bonaventure Molokwu

From: Dean of Gina Cody School
Sent: Thursday, March 2, 2023 3:07 PM
To: Bonaventure Molokwu
Subject: Happy National Employee Appreciation Day!

Dear Dr. Molokwu,

In honour of National Employee Appreciation Day on March 3, I want to take the time to thank you for the excellent work you do at the Gina Cody School. The School would not be what it is today without faculty members like you on our team.

From teaching the next generation of engineers and computer scientists to conducting groundbreaking research activities, you are directly contributing to the excellence of our School and its global reputation. I want you to know that we appreciate the dedication, innovation and expertise you bring to the School and our community members. These qualities represent our core values, and I am very happy to have someone like you contributing to our community.

I could not imagine us achieving all that we do without your passion, and I'm sure our staff members share the same sentiment.

Warmest regards,

Mourad Debbabi
Dean
Gina Cody School of Engineering and Computer Science
Concordia University

Email Feedback from my (Past) Students at University of Windsor

2020 - 2021

Re: COMP2057-30-R-2021W (Introduction to the Internet): START - Final Examination

Hayder Al-Dujaili <hamzah@uwindsor.ca>

Wed 2021-04-14 8:38 PM

To: Bonaventure Molokwu <molokwub@uwindsor.ca>

Thank you so much! I rarely take time to do the SETs but I knew I had to do one for you because you deserve it after all the work you put in to help us all, I hope more people get to realize how amazing and caring you are!

Get [Outlook for iOS](#)

From: Bonaventure Molokwu <molokwub@uwindsor.ca>

Sent: Wednesday, April 14, 2021 8:16:07 PM

To: Hayder Al-Dujaili <hamzah@uwindsor.ca>

Subject: Re: COMP2057-30-R-2021W (Introduction to the Internet): START - Final Examination

Congratulations! Hayder:

I am really glad to hear this. Thank you and I wish you the best of luck in your academics.

P.S.: I guess you filled out the S.E.T form and dropped a comment for me as well.

Regards,

Bonaventure C. Molokwu,
ERIE 3127 (Artificial Intelligence Research Laboratory),
School of Computer Science,
University of Windsor,
Ontario - Canada.

From: Hayder Al-Dujaili <hamzah@uwindsor.ca>

Sent: April 14, 2021 8:13 PM

To: Bonaventure Molokwu <molokwub@uwindsor.ca>

Subject: Re: COMP2057-30-R-2021W (Introduction to the Internet): START - Final Examination

I'm super happy to say that I got 100 on the course and this is all thanks to you dr for your help and guidance. You are by far the best professor I've had, looking forward to having you as my professor again in the future.

Hayder

Get [Outlook for iOS](#)

From: Bonaventure Molokwu - molokwub@uwindsor.ca <blackboard-no-reply@uwindsor.ca>

Sent: Wednesday, April 14, 2021 7:01:27 PM

Subject: COMP2057-30-R-2021W (Introduction to the Internet): START - Final Examination

Dear All:

Your final examination has already begun via Blackboard.

Kindly access the questions via: **Assessments -> Final Examination**

Duration: 1 hour (61 minutes)

Examination Window: 7.00pm (April 14) - 3.00am (April 15)

Wishing you the best of luck in this final examination!

Thank you.

Gregory Duff <duff2@uwindsor.ca>
Fri 2020-08-28 4:45 PM
To: Bonaventure Molokwu <molokwub@uwindsor.ca>

Hello sir,

I've completed my exam successfully. Thank you for an enjoyable class! Additionally, I appreciate your generosity. On a final note, as a teacher myself, your math-based questions and the reworded poll questions were quite good.

All the best,
Greg Duff
Sent from my iPhone

recommendation letter

Amr Labak <labak1@uwindsor.ca>

Wed 2020-05-06 3:24 PM

To: Bonaventure Molokwu <molokwub@uwindsor.ca>

Dear Dr. Bonaventure,

I hope you are being safe and healthy during this pandemic. My name is Amr Labak. I took the Introduction to the Internet course (COMP 2057) with you during the last semester. I was a student who came to you during the office hours to talk about the assignments you gave us and also a one who emailed you regularly when I had any questions. Thank you a lot for making the course easy to understand and making it easy to study to get good marks. I finished the class with a 100% because as you said in the beginning of the semester that the class is not hard but you have to keep up with the work and that's what I did. I learned a lot of things in this course that I never thought I will because of how organized the lecture notes and how easy they were to understand. Again, thank you a lot for being nice to me whenever I asked a question about the course materials or the midterms and thanks for answering my many emails.

Also, I want to tell you that I am applying for multiple scholarships and research projects, and one of them is Outstanding Scholars. I believe that I am a very good candidate for this program and I have most of the academic requirements to be a strong candidate because of my hard work which made me achieve a really high average in my first year. But one of the requirements is to get recommendation letters from profs and since I think that I am a familiar face to you I wanted to start with you. I am a dedicated student and I am very interested in research projects and I read about your artificial intelligence research which sounded really interesting to me and I am looking forward to learning more about it.

If you have any questions about me or need any information from me I would be more than happy to answer them.

And thank you again for making the class fun and easy and I hope that you consider my request.

Best regards,

Recommendation letter

Abdul Al Riahi <alriahia@uwindsor.ca>

Wed 2020-05-06 3:30 PM

To: Bonaventure Molokwu <molokwub@uwindsor.ca>

Dear Dr. Bonaventure Molokwu,

This is Abdul Al Riahi. I hope you and your family are doing well and staying healthy during this odd time. I was enrolled in your first year Introduction to the Internet course and it was truly my pleasure to have you as my professor. You may remember me as a student who always attended lectures, always sat at the front of the class, asking questions after the end of lectures and visiting your office hours to clarify any unclear topics or problems as well as going over assignments which has definitely helped me achieve a 100% in your class. I remember on the first day of class, you mentioned that this course is not hard to get an A+ but you have to always stay on top of things, which is exactly what I did. I learned many valuable things in your class that I never thought it would benefit me in the future. Introduction to the Internet was a very enjoyable class and I am very grateful for your efforts in teaching the material in a smooth way. Thank you for making the class inspiring and fulfilling and thank you for always responding to a whole lot of my emails.

I wanted to mention that I am an Outstanding Scholars candidate and I will be competing for admission to the program in my second year where I have the opportunity to do research. I believe that I would be a strong candidate for this program as I have met most of the academic requirements. So, I am trying to gather a few letters of recommendation. Since I admire you and enjoyed being in your class, I was wondering if you can write me a strong letter. I have looked at some of your personal research interests and research goals, and I am very interested in your work as an active researcher in the domain of Artificial intelligence and looking forward to learn from your knowledge and experience.

I would love to meet with you to discuss future research goals, however, given the current situation about Covid-19, this is not possible unfortunately.

I hope that you can write me a strong letter of recommendation and it means a lot to me that you would take the time to read and consider my request. Please let me know if you need any other information.

As always, stay safe and healthy.

Sincerely,

Abdul Al Riahi

Email Feedback from my (Past) Students at Concordia University

2022 - 2023

Bonaventure Molokwu

From: Bonaventure Molokwu
Sent: Thursday, 14 April, 2022 12:05 PM
To: AbdurRahim Gigani
Subject: RE: Appreciation for Assignment 4

Hi Abdur,

Thank you so much for your compliment; and I am so proud of you, as my student, with respect to all the vital concepts and knowledge you have learnt as well as acquired from this course.

Additionally, it has been a pleasure having you in my COMP-248 class. Thus, you can always count on me for a Reference Letter when/where the need arises.

I am wishing you the best of luck in your forthcoming examinations.

Warmest Regards,

Bonaventure Chidube Molokwu
Assistant Professor
Gina Cody School of Engineering and Computer Science
Room H961-23
Concordia University
[1515 Ste-Catherine Street West, EV 2.139, Montréal, QC H3G 2W1, Canada.](https://www.concordia.ca/gina-cody-school-of-engineering-and-computer-science.html)
Phone: (514) 848-2424 ext. 4786

From: AbdurRahim Gigani <argigani24@gmail.com>
Sent: Thursday, 14 April, 2022 11:31 AM
To: Bonaventure Molokwu <bonaventure.molokwu@concordia.ca>
Subject: Appreciation for Assignment 4

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'exterieur du domaine de concordia.ca

Professor,

I just wanted to thank you for giving such a wonderful assignment. I learned so much doing the assignment that I can't imagine. Although being ridiculously difficult, It was super fun.

Thanks again,

Abdur Rahim.

Bonaventure Molokwu

From: Audrey Rah <audreyrah2020@gmail.com>
Sent: Wednesday, 28 December, 2022 2:48 AM
To: Bonaventure Molokwu
Subject: From : Audrey, Id: 29732780
Attachments: Proposal.pdf

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Hello Dr.Bonaventure ,

Happy Christmass and in advance happy new year.

I like to share about this semester ,

I did one semester at Houston, I passed 1 course of undergrad which Concordia let me do at Houston beside my Grad degree.

I will have only one undergrad in the next semester and will get my bachelor degree from Concordia.

I chose the thesis option, and my research topic is on research in children's brains. In a biomedical engineering lab, and if God and Jesus show me that I will be happy with it, I will go for PHD at a brain lab next year. I will send the complete proposal after a little change. I have attached the title .

I have never forgotten the motivation and help you provided. Anything I have shown you in the class , you read it, even if you were busy.

Here , I drive a lot . Driving is better here than in Canada. Trying to get a job and stay here. It was a big change in my life.

Dr. Bonaventure , hope the best comes for you and your family in the new year.

Warmest regards

Audrey

Bonaventure Molokwu

From: Bonaventure Molokwu
Sent: Tuesday, 19 April, 2022 4:27 AM
To: Nada
Subject: RE: COMP 248 - Thank you for the encouragement and advice!

Hi Nada,

Great! This is good news; and Congratulations! Congratulations!!

I am wishing you all the best with respect to your forthcoming exams and academic endeavors.

Warmest Regards,

Bonaventure Chidube Molokwu
Assistant Professor
Gina Cody School of Engineering and Computer Science
Room H961-23
Concordia University
[1515 Ste-Catherine Street West, EV 2.139, Montréal, QC H3G 2W1, Canada.](https://www.concordia.ca/gina-cody-school-of-engineering-and-computer-science/faculty-staff/bonaventure-molokwu.html)
Phone: (514) 848-2424 ext. 4786

From: Nada <nada.elarabi2@gmail.com>
Sent: Monday, 18 April, 2022 4:36 PM
To: Bonaventure Molokwu <bonaventure.molokwu@concordia.ca>
Subject: COMP 248 - Thank you for the encouragement and advice!

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'exterieur du domaine de concordia.ca

Hi professor Molokwu!

I just wanted to thank you again for your encouragement this semester and the time you took to give me advice on school and career outlooks!

I'm very pleased to say that we were selected for the undergraduate mentorship program at Borealis AI!

Thank you very much for the great semester, I hope I can take another of your classes in the future!

Best regards,

Nada

Bonaventure Molokwu

From: Dinesh kini Bailoor <dinesh.skin@gmail.com>
Sent: Wednesday, 5 October, 2022 2:40 PM
To: Bonaventure Molokwu
Subject: Happy Teachers Day!

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Hi Professor,

As a new international student, I must be very thankful to you for giving me such an opportunity as a TA. I work hard to be a better version of myself with your guidelines. Once again, Thank you so much for being a great teacher.

Regards,

Dinesh

Bonaventure Molokwu

From: Beauty tmm <beautytmm12@gmail.com>
Sent: Wednesday, 28 December, 2022 12:43 AM
To: Bonaventure Molokwu
Subject: Re: Comp 248 S

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Thank you so much!

And also for always being there for your students.

Wishing you a happy new year and thanks again.

On Wed, Dec 28, 2022, 12:10 a.m. Bonaventure Molokwu <bonaventure.molokwu@concordia.ca> wrote:

Hi Temitope,

No worries, you passed the course.

Warmest Regards,

Bonaventure Chidube Molokwu

Assistant Professor

Gina Cody School of Engineering and Computer Science

Room H961-23

Concordia University

1515 Ste-Catherine Street West, EV 2.139, Montréal, QC H3G 2W1, Canada.

Phone: (514) 848-2424 ext. 4786



Friday, January 27, 2023

Dear Steven Zrihen,

Congratulations on being a recipient of the 2023 Experiential Learning Grant! Thank you for the care that you took in completing the application for your project. You will receive \$2000.

Concordia University offers students a next-generation learning experience and this includes providing opportunities for students to apply their skills and knowledge through practical endeavours, to learn by doing. To that effect, the Experiential Learning Office is working towards ensuring that each student graduates with at least one meaningful experiential learning opportunity by creating pathways for students to develop the competencies and knowledge needed to become skilled workers, engaged citizens, creative thinkers and thoughtful leaders of tomorrow.

I am looking forward to seeing the great work that you will accomplish in this next year.

Regards,

Nadia Bhuiyan

Vice-Provost, Partnerships and Experiential Learning
Office of the Provost
Professor, Gina Cody School of Mechanical, Industrial and Aerospace Engineering
Concordia University
1550 de Maisonneuve Blvd. W.
Montreal, Quebec, Canada H3G 1N1
Tel: (514) 848-2424 extension 5753
Email: nadia.bhuiyan@concordia.ca

Bonaventure Molokwu

From: Victoria Amanze Njoku <v.amanze_njoku@engcomm.ca>
Sent: Friday, March 3, 2023 8:00 AM
To: Bonaventure Molokwu
Subject: Thank you for your participation in ENGCOMM Competition!
Attachments: Thank you note - Presidents.png

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Dear Professor Molokwu,

I want to take a moment to express my sincere gratitude for your participation as a judge during the ENGCOMM competition. Your expertise, professionalism, and time contributed to the success of ENGCOMM.

Your contribution as a judge ensured that the competition ran smoothly and fairly. Your insights, knowledge, and feedback provided valuable guidance to the delegations, and your presence added value to the competition.

We appreciate your time, effort, and commitment. Your willingness to share your expertise and knowledge with us was crucial to the success of the competition. We are grateful for your contribution and for the impact you made on the participants.

If you would like to have more involvement regarding the design of our cases, we offer sponsorship packages for companies to write future cases with us! We are looking for new innovative ideas for next year and if you would like more information, you can email corporate@engcomm.ca.

Thank you again for your time and contribution as a judge for the ENGCOMM competition. We hope you enjoyed your experience and look forward to seeing you next year.

Best regards,

Victoria Amanze-Njoku | Vice-President of Academics 2023
Engineering & Commerce Case Competition (ENGCOMM)
2100 Mackay Street, Suite PR 425, Montreal QC, H3G 2J1
Cell: (438)763-8518
Email: v.amanze_njoku@engcomm.ca
Website: engcomm.ca | [Facebook](#) | [LinkedIn](#)



Bonaventure Molokwu

From: Dean of Gina Cody School
Sent: Thursday, March 2, 2023 3:07 PM
To: Bonaventure Molokwu
Subject: Happy National Employee Appreciation Day!

Dear Dr. Molokwu,

In honour of National Employee Appreciation Day on March 3, I want to take the time to thank you for the excellent work you do at the Gina Cody School. The School would not be what it is today without faculty members like you on our team.

From teaching the next generation of engineers and computer scientists to conducting groundbreaking research activities, you are directly contributing to the excellence of our School and its global reputation. I want you to know that we appreciate the dedication, innovation and expertise you bring to the School and our community members. These qualities represent our core values, and I am very happy to have someone like you contributing to our community.

I could not imagine us achieving all that we do without your passion, and I'm sure our staff members share the same sentiment.

Warmest regards,

Mourad Debbabi
Dean
Gina Cody School of Engineering and Computer Science
Concordia University