

My goal in teaching is to empower students to become leaders their chosen field. In all my courses, I guide students to emphasize critical thinking, creativity, collaboration and communication skills in addition to the problem-solving skills that will make them experts in a subject. In addition, I also expect my students to attain a high level of knowledge in specific technical subject areas especially in graduate courses in which course subjects is directly relevant to student's careers. To promote the development of critical thinking and learning skills all my courses are structured around the development of learnings, the emphasis on research knowledge and the development of writing skills.

TEACHING EXPERIENCE:

It is with great excitement that I look ahead to being an academic professor given the experience that I have had with training, research and supervising over the past twenty years in the industry. During this period, I had extensive supervising and research in the context of independent study and research industry projects. I have supervised more than 50 graduate students covering Data Mining, Security, Artificial Intelligence and Data Science. For all these projects, I arrange research activities to teach students about research design, experimental procedures and programming techniques. I also assign book chapters and academic journals for reading and research new ideas and organize weekly meetings in which we discuss the project progress, as well as research activities.

I have been fortunate enough to be an Adjunct Professor at Rochester Institute of Technology-Dubai Campus teaching undergraduate and graduate courses in Master Data Analytics and Master of City Science programs. The courses I have taught are in the fields of Data Science, Data Analytics, networking & information technology, project management, digital transformation and computer programming. I have taught the following courses:

- Graduate Course: Enterprise Infrastructure for Data Analytics (PROF 741) (Fall'19)
- Graduate Course: Foundation of Data Analytics. (PROF 740) (Fall'18, Spring'19)
- Graduate Course: Scholarship in Information Technology. (ISTE 605) (Fall'18, Spring'19)
- Graduate Course: Enterprise Computing. (NSSA 602) (Fall'17, Fall'18)
- Graduate Course: Digital Transformation towards smart city. (PROF 799) (Summer'17, Fall'18, Fall'19)
- Graduated Course: Advanced Wireline Networks Technologies. (NSSA 610) (Spring'17)

- Undergraduate Course: Mechanics of Programming (CSCI 243) (Fall'16, Fall'17)
- Undergraduate Course Project Management (NSSA 370) (Spring'17)
- Undergraduate Course Software Modeling Requirements (ISTE 340) (Spring'17)

- Undergraduate Course Introduction to Cryptography (CSCI 462) (Spring'17)
- Undergraduate Course Computer System Security (CSCE 455) (Fall'16)
- Undergraduate Course Designing the user experience (ISTE 260) (Fall'16, Fall'17)
- Undergraduate Course Professional Diploma in Innovation towards Smart Cities (Fall'17)

The teaching techniques I use to promote student's understanding of the topics, that we learned in the course. I strongly believe that every student possesses unique capabilities that can be shared with others if given the appropriate support. In-class discussions with students not only prompt students to think critically and relate to the course material, but provide me with "on-line" data about the development of these general thinking skills and their appreciation of important course concepts. These discussions form the backbone of class session in my graduate courses, but are also an important component of my undergraduate courses.

I encourage my students to ask questions and participate in group projects and group presentations in order to improve their presentation skills.

Another important domain is the development of writing skills for my students. Writing proficiency is a critical component of a University education and all my students are not English native speaking then I need to support them. Due to the content of undergraduate courses the writing process is limited and I encourage student to take advantage of the writing assignments and a variety of examination questions types that I have provided.

For the graduate courses I typically assign four research and application papers in response to a question related to the course material. These papers are designed to prompt students to apply course material to setting offside the class, and in doing to reinforce important concepts.

Student performance on formal writing assignments and examination also provides benchmarking for examining student progress in the semester. In addition to making changes in response to student progress towards course goals and student feedback, I continually refine my teaching techniques with informal discussions with experienced colleagues in RIT University-Dubai Campus. As a result, I feel I am improving and evolving as a teacher.

I will continue to look for opportunities to create new courses, and to fine-tune and update my current courses by incorporating updating teaching material and presenting students the most up-to-date research and theories, as well as historically important work in each area.