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TEACHING STATEMENT

I believe it is important to have an understanding about the basic premises that underlay any particular plan of study, such as one that may lead to a student's successful completion of a course, certificate, major, or degree. For example, I seek to answer questions such as those immediately below when developing student learning activities and experiences.

What are the various kinds of students that will benefit from this plan of study?

How can we target and reach out to these prospective customers?

What is the "resulting knowledge" for a student that works through the proposed activities?

How will the gained knowledge help the student accomplish her or his goals in the future?

How does this gained knowledge help our other stakeholders, such as employers?

How will our students differentiate themselves from graduates of our competitors' programs?

Given this underpinning...when helping students learn I rarely ask that students merely know facts or comprehend concepts—instead I ask them to also apply skills, analyze their own and my techniques, synthesize their developing knowledge, and evaluate their own learning. To do this I believe it is important to use principles and theories from the learning sciences as I teach. My students actively construct their developing knowledge, frequently via projects, often in a community of practitioners. Students refine their skills after receiving initial instruction in basic techniques in, for example, the skills of systems analysis and design, project management, and information systems operations management. My students receive feedback frequently, often via quizzes and homework, regarding their progress, so that they may adjust their learning approaches prior to taking exams or completing projects. I use scaffolding to help students learn, for example, by developing learning "paths" for students, by sharing with the students why the particular concepts and skills are appropriate and useful to the students, coaching the students towards successful completion of tasks and learning objectives, collaborating with students instead of evaluating students, and gradually withdrawing my supports over several iterations.

To provide visibility into my underlying approaches, I will describe my current undergraduate information to information systems course outcomes. So that my students might "learn how to create, execute, and adapt a business strategy in real time" (<http://erpsim.ca/>) my students use SAP ECC 6.0 enterprise and business intelligence software to compete against other student teams as each team runs a manufacturing and distribution company using the full manufacturing business cycle iteratively (e.g., plan, procure, produce, and sell). Further, in an individual assignment students develop a firm understanding of relational databases and structured query language so that they may use business intelligence tools effectively in the future. For example, one assignment asks students to create registration software, complete with input/edit forms with integrity constraints as well as query-driven reports such as section rosters and student schedules. Finally, as individuals, students create their own interactive web presences.

As intimated above, and as an information systems professor, I have an obligation to introduce my students to software, and as appropriate, hardware. Software introduced in my courses includes software such as IBM Rational Software Modeler, SAP ECC 6.0 ERP, SAP Business ByDesign, NetSuite, and Microsoft Project, as well as niche software such as MindMeister or Camtasia. For example in a virtual teams and collaboration course I taught, students' projects included developing a virtual collaborative office – using a virtual world, a brainstorming application, Google Apps, and a video/screen recorder complementarily. Students executing this project sought to understand how integrating these programs could lead to enhanced collaboration, improved performance, and global integration. Another student project investigated how augmented reality could help enhance the consumer/retailer relationship for purchases where "envisioning product use in its intended environment" is necessary. My students experiment with hardware as well. For example, one student team developed a prototype for an interactive teddy bear that could be used by children that are largely immobilized while another team used RFID tags and readers, accounting and other software, and coffee brewing equipment to prototype a RoboBarista—a coffee vending machine.

In addition to teaching in the classroom, I believe in helping students mature outside of the classroom. In this vein, I seek service opportunities that allow me to understand undergraduate or graduate students better. For example, currently, I am a residence hall mentor for a floor of freshman students and a sponsor of my university's Hip Hop Dance, Ascend, and Kan Jam student organizations. Further, I am leading two teams in a SAP Crystal Dashboard competition. Recently, I coached an undergraduate team that participated in a national Project Management Body of Knowledge™ competition. Challenging six other universities' teams, my students won first place in two of three possible categories of the competition.