# Teaching Responsibilities

I worked at *Cairo University, Egypt* for three years as a Teaching Assistant responsible for Lab demonstrations, leading tutorials, preparing lab material, and grading quizzes and midterm exams for a number undergraduate courses. My work also included providing technical assistance to graduation projects. I have also worked in the Teaching Assistant Preparation Program at the Teaching and Instructional Centre (TIC), Faculty of Computers and Information, Cairo University, Egypt. My responsibilities at TIC were to research the best practices for some professional development topics, create the material and lead the workshops. Starting September 2012, I am working as a research and teaching assistant at *Queen's University, Canada*.

## Teaching:

- ### Undergraduate Courses:

| Course Name | Target Audience | Term | University | Role | # of Students | Main Reference Material |
|---|---|---|---|---|---|---|
| CISC P81- Computers: Applications and Implications | 1st year Commerce Students | Winter 2013 | Queen's University Canada | Lab Demonstrator and Guest Lecturer | 50 | • Brian W. Kernighan, "*D is for Digital,*" CreateSpace, 2011. |
| IT221: Data Communication | 2nd year Computing Students | Fall 2008, Fall 2009, Summer 2010 | Cairo University Egypt | Tutorial Leader | 70 | • William Stalling, "*Data and Computer Communications*", Seventh Edition, Prentice Hall, 2003. |
| IT222: Computer Networks-1 | 2nd year Computing Students | Spring 2009, Spring 2011 | Cairo University Egypt | Tutorial Leader | 70 | • William Stalling, "*Data and Computer Communications*", Seventh Edition, Prentice Hall, 2003. |
| IT223: Internet Technology | 2nd year Computing student | Fall 2009 | Cairo University Egypt | Lab Demonstrator and Tutorial Leader | 70 | • Hesham N. Elmahdy, "*Internet Technology: Developing Web/WAP Enabled Application,*" Helwan University Press, 2006. |
| IT321: Communication Technology | 3rd year Computing students | Fall 2011 | Cairo University Egypt | Lab Demonstrator and Tutorial Leader | 50 | • Biswanath Mukherjee, "*Optical WDM Networks,*" Springer, 2006. |
| IT322: Computer Network-2 | 3rd year Computing students | Spring 2010, Spring 2011 | Cairo University Egypt | Lab demonstrator | 50 | • William Stallings, "*Local & Metropolitan Area Networks,*" sixth edition, Prentice Hall, 2000. |
| IT422: Wireless Networks | 4th year Computing students | Fall 2008, Fall 2010, Fall 2011 | Cairo University Egypt | Lab demonstrator and Course Coordinator | 50 | • William Stallings, "*Wireless Communications and networks,*" Prentice Hall, 2001. |
| IT496: High Speed Networks | 4th year Computing students | Spring 2009, Spring 2010 | Cairo University Egypt | Lab demonstrator and Tutorial Leader | 50 | • William Stallings, "*High-Speed Networks and Internets: Performance and Quality of Service,*" 2nd edition, Prentice Hall, 2002. |

**Teaching Dossier Draft**

- **Graduate Courses:**

| Course Name | Target Audience | Term | University | Role | # of Students | Main Reference Material |
|---|---|---|---|---|---|---|
| Advanced Database Topics: Application Acceleration Using the Massive Parallel Processing Power of GPUs | Masters Computing Students | Spring 2012 | Cairo University Egypt | Guest Lecturer | 20 | • David B. Kirk and Wen-mei W. Hwu, "*Programming Massively Parallel Processors*," Morgan Kaufmann, 2010. |
| CCM4320: Network Systems and Services | Masters Engineering Students | Spring 2011 | Regional IT Institute, Egypt<br><br>M.Sc. joint Computer Network Program with<br><br>Middlesex University, United Kingdom | Main Lecturer and Lab demonstrator | 4 | • William Stallings, "*Operating Systems*", Prentice Hall, Sixth Edition, 2009.<br><br>• Andrew S. Tanenbaum. "*Distributed Systems – Principles and Paradigms,*" Prentice Hall 2002. |

- **Professional Development Workshops:**

| Workshop Title | Target Audience | Term | University | # of Students | Role |
|---|---|---|---|---|---|
| How to Write Your Academic CV | Teaching Assistances | Spring 2012 | *TIC* Cairo University Egypt | 6 | • Preparing Material<br><br>• Leading Workshop |
| Academic Duties and Responsibilities | Teaching Assistances | Spring 2012 | *TIC* Cairo University Egypt | 6 | • Preparing Material<br><br>• Leading Workshop |

## Development / Revision of Courses

I was responsible for developing the lab syllabus and material for the following courses:
- IT223: Internet Technology*,* Faculty of Computers and Information, Cairo University.
- IT322: Computer Network-2*,* Faculty of Computers and Information, Cairo University.
- IT422: Wireless Networks*,* Faculty of Computers and Information, Cairo University.
- IT496: High Speed Networks*,* Faculty of Computers and Information, Cairo University.

I was responsible for developing the material for my guest lectures in the following courses:
- CISC P81- Computers: Applications and Implications, Winter 2013, Queen's University, Canada. (Lecture Plan in Appendix *A* and Course Syllabus in Appendix *B*)
- Application Acceleration Using the Massive Parallel Processing Power of GPUs, Spring 2012, Cairo University, Egypt.

**Teaching Dossier Draft**

## Students Mentored/ Co-supervised

Undergraduate theses:

- *Optimization of Campus Wireless Network,* Faculty of Computers and Information, Cairo University, 2011.
- *Campus Femto Cells*, Faculty of Computers and Information, Cairo University, 2011.

# Teaching Philosophy

   I believe learning is the process where students acquire new knowledge, discover their potential and figure out what they want to do in their future.

   I find the best way for students to acquire new knowledge is to engage them in the learning process. To achieve this, I always make sure that there are discussions in the class. I always start any course with an ice breaker to make students feel the friendly environment in order to increase their involvement and participation in the class. The ice breaker can take the form of a funny slide in the beginning or asking a question about something they use every day and related to the lecture topic. I believe in encouraging each student to speak his/her mind by assuring them from the beginning that all questions are valid and there is no such thing as "stupid questions". I try to encourage students to discuss each other ideas while I as a moderator/facilitator guiding the discussions. To ensure students involvement, after defining a new concept or idea, I always make sure that everyone in class got the main concept by opening a short discussion about the newly introduced concept. In the future, I'm planning on using clickers to collect students' feedback. Along with discussions, I believe in the importance of the hands-on experience and practice in solidifying new concepts; I always include experiments and practical questions/assignments to allow students to get their hands dirty.

   To encourage and motivate students to participate, I believe that learning must be fun and related to what students will experience after graduation. Students must know the importance of the class content to their future after graduation, for that I always start the class by stating the real life uses of what will be discussed and why it is important. I also try to use examples from everyday life to make it easier for students to understand the concepts. To keep students excited about the course, I provide a clear syllabus and list of topics that will be discussed within the course; beside each of these topics, I write a question or a puzzle that would make students interested in attending the lecture to figure out the answer. Also, in the first class, I check the students' expectations of the course and map their expectations to the course syllabus to keep them involved in the course. Another very important point is assuring fairness in evaluating the students' performance and for that, in the first class I provide a clear grading policy with a coursework breakdown and discuss it with the students. To help students improve their performance, I find providing feedback as early as possible is the best way to achieving that.

   Encouraging students to participate in a class is not always easy. While I am open to all approaches, I find that giving bonus marks or candy or chocolate bars to students for their participation in class is a really effective way to bring them to participate. However this approach doesn't always work with some shy students. To allow shy students to overcome their shyness without making them uncomfortable, I always make it clear from the beginning that we are all learning and it is not a problem to answer a question incorrectly or not to know how to answer it. During the class when I ask a question, I try to give the opportunity to all students to participate and so sometimes I have to prevent keeners from answering the questions. This means that at some point I must ask the shy students to answer the questions. In that case, I work out the solution with the student until he/she is able to solve it. My approach is to guide the student throughout the solution by asking him/her to rethink if I realize he/she is going in the wrong

direction. Through this process, I believe shy students can gain confidence in themselves. From my experience in using this approach, after the first couple of classes, the shy students start to raise their hands and volunteer to answer questions.

# Teaching Effectiveness

<u>**Classroom Teaching**</u>

**Summary of "Overall Effectiveness" Rating from Student Surveys (Scores out of 4.00)** (Details in Appendix *C*)

|  | Spring 2011 | Fall 2011 |
|---|---|---|
| IT222: Computer Networks-1 | 3.56 | |
| IT321: Communication Technology | | 3.86 |
| IT422: Wireless Networks | | 3.68 |

I had the opportunity to have two of my colleagues attend my CISC P81 guest lecture at Queen's University to observe the way I teach. Their observation letters can be found in Appendix *D*. These are some quotes from their letters:

*"There were many students who asked for clarification on questions, and participated in your case studies. I believe this is attributed to your relaxed lecturing style and extremely approachable and friendly demeanor. It was also nice that you tried to create a story with the case study and made good use of popular references."*

*"You answered all questions from students very thoroughly and respectfully, giving new examples whenever possible. It is clear that you also have a good sense of timing and effective use of class time when you decided that a particular question from a student would be better addressed individually."*

*"You consistently kept eye contact with the students and remained dynamic and enthusiastic throughout the lecture."*

*"Students seemed to feel comfortable asking you questions and seeking clarification."*

*"The material discussed in your lesson was arranged into a hierarchy of concepts and there was a logical sequence with which the concepts were explained. What I really appreciated about your lesson is your use of visuals and animation to explain terminology, circuit switching, and the advantage and disadvantages of circuit switching. This was an effective strategy for student learning because it provides clear and concrete examples."*

<u>**Teaching Awards**</u>
- **Certificate of Merit and Excellence** for tender devotion and dedication to work as a Teaching Assistant from the Faculty of Computers and Information – *Cairo University, Egypt*, April 2012.
- **Certificate of Merit and Excellence** for tender devotion and dedication to work as a Teaching Assistant from the Faculty of Computers and Information – *Cairo University, Egypt*, June 2011.

**Teaching Dossier Draft**

I believe that my approach in teaching is very effective and that believe was confirmed when I received the attached student's evaluations. These evaluations were collected after the final term exams; where students anonymously submit their evaluations online for the courses they are registered in using the student's e-community portal (http://my.fci-cu.edu.eg/). Based on these evaluations, I received the Certificate of Merit and Excellence for tender devotion and dedication to work as a Teaching Assistant from the Faculty of Computers and Information, Cairo University, for two successive years (2011 and 2012).

From the feedback I received, I believe I need to put more effort in talking in a louder voice to allow everyone to hear me and to ask the students to notify me if I started talking in a low voice. Also I believe I need to put more effort in preparing real life example to make it easier for students to understand the more complicated concepts.

Shadi Samir Mohamed Khalifa                         Stud#: 10065673
School of Computing                                Khalifa@cs.queensu.ca
**Teaching Dossier Draft**

# Professional Development

**Workshops Attended** (as participant):

- **SGS 901: Teaching and Learning in Higher Education** course- Centre of Teaching and learning, Queen's University, Canada (Winter 2013)
- **Equity Issues in the Queen's Classroom –** Expanding Horizons, Queen's University, Canada (Feb 28th, 2013)
- **Managing Presentation Anxiety –** Expanding Horizons, Queen's University, Canada (Feb 14th, 2013)
- **Foundations of Project Management I** - MITACS at Queen's University, Canada (Dec. $4^{th}$ – $5^{th}$, 2012).
- **Business Etiquette and Networking**– MITACS at Queen's University, Canada (Nov. $16^{th}$, 2012).
- **AODA-800: Accessible Customer Service online tutorial** – Expanding Horizons, Queen's University, Canada (Oct. $31^{st}$, 2012).
- **SGS 804: Human Research Ethics (CORE) online tutorial** – Expanding Horizons, Queen's University, Canada (Oct $17^{th}$, 2012).
- **Integrity in Research & Academics** – Expanding Horizons, Queen's University, Canada (Sept. $24^{th}$ 2012).
- **Use of Technology in Teaching** – Faculty and Leadership Development Center, Cairo University, Egypt (May $20^{th}$– $22^{nd}$, 2012).
- **E-Learning** – Faculty and Leadership Development Center, Cairo University, Egypt (Jan $09^{th}$– $11^{th}$, 2012).
- **Examination Techniques and Student Evaluation**– Faculty and Leadership Development Center, Cairo University, Egypt (Jan. $02^{nd}$ – $04^{th}$, 2012).

**Certificates:**

- **Teaching and Learning Certificate II: Practical Experience –** Centre of Teaching and learning, Queen's University, Canada (Dec. 2012).
- **Teaching and Learning Certificate III: Scholarship –** Centre of Teaching and learning, Queen's University, Canada (Nov. 2012).
- **Teaching and Learning Certificate IV: Leadership –** Centre of Teaching and learning, Queen's University, Canada (Dec. 2012).
- **Expanding Horizons Certificate –** School of Graduate Studies, Queen's University, Canada (Feb. 2013).

# Educational Leadership

In the end of 2011, I worked with *Dr. Haitham  S. Hamza* on establishing the Teaching and Instructional Centre (TIC) at the Faculty of Computers and Information, Cairo university, Egypt. The main goal of this centre is to introduce the academic life to newly hired Teaching Assistants (TAs) along with providing feedback on the teaching performance when required.

The first round of the Teaching Assistant Preparation Program that took place in Jan. $28^{th}$ – $29^{th}$, 2012. This round included 6 newly hired TAs. This two days workshop covered three tracks: Teaching, Human & Social Interaction, and Legalities. The *Teaching track* covers: Teaching Practice, Presentation Skills, How to Prepare a Course, How to put quizzes and how to grade them, and Writing Your Teaching Statement/Philosophy. The *Human & Social Interaction track* covers: Academic Ethics, Academic Integrity, Classroom Management, and Writing an Academic CV. The *Legalities track* covers the rights and duties of TAs according to the Egyptian Universities Law. The workshop allowed students to practice the skills they learned and in the end each one presented a 15 minute presentation, and an academic CV.

In the first round, I was the sole person responsible for preparing the materials and delivering the sessions of the *Legalities track* along with the session of how to write an academic CV. I was also responsible for preparing the workshop agenda and all logistics.

I also participated in writing sections in the Teaching Assistant's Handbook of the Faculty of Computers and Information, Cairo University, Egypt. These sections are: The University Organizational Structure, TA's Rights and Duties, Classroom Management, Guidelines for the First Class, How to Get Prepared for a New Course, How to Create a Community in a Class, How to Handle Participation Problem, and How to Handle Problem Questions from Students. Some of this content was used in the first round of the Teaching Assistant Preparation Program workshop.

At the end of the workshop, students filled a paper evaluation form for the workshop. The evaluation showed that the students found the information delivered in the sessions were very useful, however, they prefer if the workshop is extended to more than two days to give more time to practice and have discussions.

# Appendix A: Lecture Plan

**Course: CISC P81- Computers: Applications and Implications**
**Title: How Internet Works**
**Duration: 50 minutes**
**Location: Jeffery Hall Room 128, Queen's University Canada**
**Date: March 12th, 2013**
**Students: 50 first year undergraduate Commerce students**

## Introduction (5 - 10min):

- Go through the previous lecture content which introduced "Network" as it presents the bases of my lecture.
- Explain the relation between the Inter-net and network.
- State what is going to be covered in this lecture and ask students if they have any questions related to the lecture topic that were not covered.
- State why is understanding how internet works is important, giving examples of how to benefit from this lecture in Web development, Network administration and Joke about that even to setup a multiplayer game or an online conference on the internet requires this kind of knowledge.

## Body (40-45min):

### First Segment (15min)

- To introduce the main key point of the lecture which is the concept of packets and how packets traverse the internet, I will ask students if they know what happens when they type a word in Google search engine? How the search word is transferred to Google and how the search results are transferred back to their computers?
- After 5 min of discussion, I will use animations to show how the search keyword is encapsulated into a packet and how this packet traverses the network to reach the Google server. Then how the search results are also encapsulated into a packet and sent back to the client.

### Second Segment (25-30min)

- The example will then be dissected to the following parts:
    - Packet structure and why it was designed this way (5min), followed by:
        - 5min exercise of showing the packet structure with some information missing and asking the students to fill in the blanks so that they get to memorize the structure within the lecture.

- Internet connectivity: how a website URL is translated to an IP address and what types of IP addresses are there. This includes defining DHCP, DNS, and gateways (10-15min). Followed by:
  - 5min MCQ questions to cove the concepts introduced in this part.

**<u>Closure (3-5min)</u>**

- Summarize what have been covered in this lecture.
- Stating that internet without security is very dangerous and so it is very important to know the existing security risks and how to mitigate them as will be covered in the next lecture.

# Appendix B: Course Syllabus

**CISC P81 – Computers: Applications and Implications
(Winter 2013)**

**http://sites.cs.queensu.ca/courses/ciscp81**

**\*This Syllabus contents were created by Mr. *Richard Linley***

**GENERAL INFORMATION**

**Weekly Schedule**

| Session | Day | From | To | Location |
|---|---|---|---|---|
| Lecture | Tuesday | 1:30 pm | 2:20 pm | Jeffery 128 |
| Lecture | Thursday | 12:30 pm | 1:20 pm | Jeffery 128 |
| Lab* | Wednesday | 9:30 am | 10:20 am | Jeffery 155 |
| Lab* | Friday | 8:30 am | 9:20 am | Jeffery 155 |

*You should be scheduled for one weekly lab or the other, but not both. You are required to complete ten labs during the term. If you are regularly scheduled for the Wednesday lab, but need to attend the Friday lab, or vice versa, you must receive the permission of the attending Teaching Assistant. **Attendance will be taken at labs.**

**Instructor and Teaching Assistants**

| | Name | Email Address | Office | Office Hours |
|---|---|---|---|---|
| Instructor | Mr. Richard Linley | linley@cs.queensu.ca | 553 Goodwin Hall | By appointment |
| Teaching Assistants | Mr. Jamie Bannerman | 0jrb4@queensu.ca | | By appointment |
| | Mr. Shadi Khalifa (Friday Lab) | khalifa@cs.queensu.ca | | By appointment |
| | Mr. Myles Nicholson (Wednesday Lab) | nicholso@cs.queensu.ca | | By appointment |

## CO/PREREQUISITES

- This course may not be taken concurrent with nor subsequent to CISC 124.
- No previous knowledge of programming is required for this course.

## COURSE PURPOSE

This is an introductory computer half-course offered in the Fall and Winter terms by the Queen's University School of Computing. It surveys many fields of computing science (Hardware Architecture, Programming, Networks, Security, …), presents case studies of fascinating examples of computers in use in diverse areas, and discusses the possibilities, limitations, and risks of computers.

## LEARNING OUTCOMES

After finishing this course, students should be able to:

- Identify the different computer components.
- Comprehend how the computer works and how applications run on the CPU.
- Know what an "algorithm" is.
- Getting basic knowledge of programming.
- Familiarize themselves with the computer network concepts.
- Know how internet and the World Wide Web work.
- Getting basic knowledge of parallel computation.

## RESOURCES

*D is for Digital* by Brian W. Kernighan. Paperback: ISBN-10 1463733895; ISBN-13 978-1463733896. Kindle Edition: ASIN B0075XZL2M. Published in print form by CreateSpace, and for the Kindle by Amazon Digital Services, Inc.

- The Campus Bookstore has a few in stock at $20.99. Their information page on the book is here:http://www.campusbookstore.com/Textbooks/Course/B01174-CISCP81-FALL12.
- You can order online from CreateSpace (an Amazon company) for somewhat less here: https://www.createspace.com/3654536.
- There are two copies on 3-hour reserve at Stauffer.
- **I highly recommend the Kindle Edition** (an electronic book). I don't own a Kindle (e-book reader), so I downloaded the free Kindle app for my Windows PCs, and for my Android devices from Amazon. The app is also available for Mac OS, the iPhone, and the iPad.

**Teaching Dossier Draft**

## COURSE SCHEDULE

### Lectures, Labs and Quizzes

| Week | Week of | Textbook and Other Readings | Topic | Lab | Key events |
|---|---|---|---|---|---|
| 1 | Jan 6 | Slides and textbook Part I preamble (Hardware) and Chapter 1 | Course information; What's in a Computer | Lab 1 | |
| 2 | Jan 13 | Slides and textbook Chapter 2 | Bits, Bytes, and Representation of Information | Lab 2 | |
| 3 | Jan 20 | Slides and textbook Chapter 3 and Wrapup on Hardware | Inside the CPU | Lab 3 | Quiz 1 (Thursday lecture) |
| 4 | Jan 27 | Slides and textbook Part II preamble (Software) and Chapter 4 | Algorithms | Lab 4 | |
| 5 | Feb 3 | Slides and textbook Chapter 5 | Programming and Programming Languages | Lab 5 | |
| 6 | Feb 10 | Slides and textbook Chapter 6 | Software Systems | Lab 6 | Quiz 2 (Thursday lecture) |
| | | | READING WEEK | | |
| 7 | Feb 24 | Slides and textbook Chapter 7 and Wrapup on Software | Learning to Program | Lab 7 | |
| 8 | Mar 3 | Slides and textbook Part III preamble (Communications) and Chapter 8 | Networking | Lab 8 | |
| 9 | Mar 10 | Slides and textbook Chapter 9 | The Internet | Lab 9 | Quiz 3 (Thursday lecture) |
| 10 | Mar 17 | Slides and textbook Chapter 10 | The World Wide Web | Lab 10 | |
| 11 | Mar 24 | Slides and textbook Chapter 11 | Data, Information, and Privacy | Lab 11 | |
| 12 | Mar 31 | Instructor's choice, so slides only. | Parallelization and Parallel Computation | Lab 12 | Quiz 4 (Thursday lecture) |

**Teaching Dossier Draft**

---

### Selected Supplementary Readings

In addition to the lecture material, students in the course are **required** to read several scholarly papers on various other topics in computing. **One such paper will be assigned every three weeks**, and a **portion of each quiz (about a quarter) will be made up of problems based on the most recently assigned reading**. As with other quiz problems, these problems will be either multiple choice or fill-in-the-blank. Here are the four papers I have chosen and the quizzes to which they apply:

| Weeks | Paper Reference | Quiz |
|---|---|---|
| 1 - 3 | Law, D. M., Shapka, J. D., Hymel, S., Olson, B. F., & Waterhouse, T. (2011). The changing face of bullying: An empirical comparison between traditional and internet bullying and victimization.*Computers in Human Behavior*, 226-232. | 1 |
| 4 - 6 | Keating, B. W., Coltman, T. R., Fosso-Wamba, S., & Baker, V. (2010). Unpacking the RFID investment decision. *Proceedings of the IEEE*, 1672-1680. | 2 |
| 7 - 9 | Paquette, S., Jaeger, P. T., & Wilson, S. C. (2010). Identifying the security risks associated with governmental use of cloud computing. *Government Information Quarterly*, 245-253. | 3 |
| 10 - 12 | Desai, A. S., Dramis, A., Kendoff, D., & Board, T. N. (2011). Critical review of the current practice for computer-assisted navigation in total knee replacement surgery: cost-effectiveness and clinical outcome. *Current Reviews in Musculoskeletal Medicine*, 11-15. | 4 |

**\*All of these papers may be acquired online, free of charge, through the** Queen's University Library's Web site (**http://library.queensu.ca/).**


### ASSESSMENT SCHEME

| | |
|---|---|
| 20% | Labs (10 @ 2% each; there are 12 labs of which only your best 10 count) |
| 80% | Quizzes (4 @ 20% each) |

- All labs and quizzes submitted in this course will receive numerical grades (the labs are out of 2, the quizzes out of 40). The final grade you receive for the course will be established by converting your number grade to a letter grade according to Queen's Official Grade Conversion Scale (see https://wiki.queensu.ca/display/itsd/Queen's+Senate+Approved+Grading+Scheme).
- The **quiz problems** will be of a **general nature** to test whether or not you've read and understood the material, rather than to see if you can recall minute details from it. Thus, I might for example expect you to know that ENIAC was an early electronic computer from about the middle of the 20th Century, rather than that it was first turned on in 1946.
- Each **quiz** has **40 problems** (**Multiple choice** or **fill in the blank(s)**), and each problem is worth 1 mark (which translates to a 0.5 percentage point on your final grade in the course).


### COURSE POLICIES

- Requests for additional work to boost an unsatisfying grade will be denied.
- Any question having to do with grades is to be directed to the instructor, and NOT to a TA.
- Marks will be reported on Moodle, as they become available.
- Calculators, phones, tablets, or any other computational devices are NOT allowed at quizzes.

---

## INSTITUTIONAL POLICIES

**Academic integrity** is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate/Report on Principles and Priorities)

**Students are responsible for familiarizing themselves** with the regulations concerning academic integrity and for ensuring that their submitted work conforms to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website and from the instructor of this course.

Departures from academic integrity **include plagiarism, use of unauthorized materials, facilitation, forgery and falsification**, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, **actions which contravene the regulation on academic integrity** carry sanctions that can **range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university**.

## ACCESSIBILITY

Queen's University is committed to ensuring that information, resources, buildings and services are as accessible as possible. While ensuring accessibility and integration of students with disabilities is everyone's responsibility at Queen's, services for students with disabilities are provided by the Disability Services Office (DSO) coordinated by the Director of Health, Counseling, and Disability Services, Queen's University. For further information, please visit the Disability Services Office Web site: http://www.queensu.ca/hcds/ds

# Appendix C: Evaluation Reports

**Quality Assurance Unit**
**Faculty of Computers and Information**

**Course TA Evaluation Report**
**Second Semester (Spring) 2010-2011**

**TA Name**: Shadi Samir Mohamed Khalifa
**Course Title**: Computer Networks-1
**Course Code**: IT222
**Number of Students Participated in the Evaluation**: 27

|  | Average score (out of 4.00) |  |
|---|---|---|
| On time and respects the start and end times of tutorials and lab | 3.74 | Very Good |
| Attends all assigned tutorials and labs | 3.78 | Very Good |
| Talks in a clear and loud voice | 3.41 | Good |
| Respects students and treat them equally | 3.70 | Very Good |
| Has the ability to deliver the information and different ideas | 3.37 | Good |
| Encourages students to participate and interact in tutorials and labs | 3.63 | Very Good |
| Explains experiments in a clear way | 3.30 | Good |
| Encourages students to discuss topics and come back to him | 3.59 | Very Good |
| Respects students opinion and interact with them respectfully | 3.70 | Very Good |
| Available during his declared office hours | 3.63 | Very Good |
| Marks the assignments and give feedback to students | 3.30 | Good |
|  |  |  |
| Average Score | 3.56 | Very Good |

Quality Assurance Unit Director                                    Dean
  Dr. Ehab Fahmy Elkhodary                              Prof. Reem Bahgat
  e.elkhodary@fci-cu.edu.eg                            r.bahgat@fci-cu.edu.eg

**Teaching Dossier Draft**

**Quality Assurance Unit**
**Faculty of Computers and Information**

**Course TA Evaluation Report**
**First Semester (Fall) 2011-2012**

**TA Name**: Shadi Samir Mohamed Khalifa
**Course Title**: Communication Technology
**Course Code**: IT321
**Number of Students Participated in the Evaluation**: 46

|  | Average score (out of 4.00) |  |
|---|---|---|
| On time and respects the start and end times of tutorials and lab | 3.87 | Very Good |
| Attends all assigned tutorials and labs | 3.87 | Very Good |
| Talks in a clear and loud voice | 3.85 | Very Good |
| Respects students and treat them equally | 3.87 | Very Good |
| Has the ability to deliver the information and different ideas | 3.83 | Very Good |
| Encourages students to participate and interact in tutorials and labs | 3.87 | Very Good |
| Explains experiments in a clear way | 3.85 | Very Good |
| Encourages students to discuss topics and come back to him | 3.87 | Very Good |
| Respects students opinion and interact with them respectfully | 3.87 | Very Good |
| Available during his declared office hours | 3.87 | Very Good |
| Marks the assignments and give feedback to students | 3.87 | Very Good |
|  |  |  |
| Average Score | 3.86 | Very Good |

Quality Assurance Unit Director              Dean
 Dr. Ehab Fahmy Elkhodary           Prof. Reem Bahgat
 e.elkhodary@fci-cu.edu.eg          r.bahgat@fci-cu.edu.eg

## Teaching Dossier Draft

**Quality Assurance Unit**
**Faculty of Computers and Information**

**Course TA Evaluation Report**
**First Semester (Fall) 2011-2012**

**TA Name**: Shadi Samir Mohamed Khalifa
**Course Title**: Wireless Networks
**Course Code**: IT422
**Number of Students Participated in the Evaluation**: 52

|  | Average score (out of 4.00) |  |
|---|---|---|
| On time and respects the start and end times of tutorials and lab | 3.69 | Very Good |
| Attends all assigned tutorials and labs | 3.69 | Very Good |
| Talks in a clear and loud voice | 3.67 | Very Good |
| Respects students and treat them equally | 3.71 | Very Good |
| Has the ability to deliver the information and different ideas | 3.67 | Very Good |
| Encourages students to participate and interact in tutorials and labs | 3.67 | Very Good |
| Explains experiments in a clear way | 3.65 | Very Good |
| Encourages students to discuss topics and come back to him | 3.65 | Very Good |
| Respects students opinion and interact with them respectfully | 3.71 | Very Good |
| Available during his declared office hours | 3.69 | Very Good |
| Marks the assignments and give feedback to students | 3.63 | Very Good |
|  |  |  |
| Average Score | 3.68 | Very Good |

Quality Assurance Unit Director                                         Dean
  Dr. Ehab Fahmy Elkhodary                                     Prof. Reem Bahgat
   e.elkhodary@fci-cu.edu.eg                                  r.bahgat@fci-cu.edu.eg

# Appendix D: Observers' Letters

March 28, 2013

**RE: Teaching Observation**

Dear Shadi S. Khalifa,

I had the opportunity to observe you give a lecture for the course "CISC P81 – Computers: Applications, and Implications" on March 12th, 2013, in Jeffrey Hall 128 at Queen's University. There were approximately 55 students in the class in a medium sized lecture hall.

Most students had their laptops out to take notes and follow along with your lecture and it was obvious that you successfully held their attention for the majority of the class, as only a handful of students veered off track with online distractions. When these students were distracted however, your lecture included many well-timed and interactive components, which were able to re-focus their attention on the course material.

There were many students who asked for clarification on questions, and participated in your case studies. I believe this is attributed to your relaxed lecturing style and extremely approachable and friendly demeanor. The case study that you used seemed to work quite well with the class and served as a practical and applicable example. It was also nice that you tried to create a story with the case study and made good use of popular references. I feel that this helped build a stronger connection between yourself and the students.

You answered all questions from students very thoroughly and respectfully, giving new examples whenever possible. It is clear that you also have a good sense of timing and effective use of class time when you decided that a particular question from a student would be better addressed individually.

The pace of the lecture was excellent and you spoke at a good speed with clarity, making it easy to follow your PowerPoint presentation. You consistently kept eye contact with the students and remained dynamic and enthusiastic throughout the lecture. The end of the lecture was also very appropriate as it was summed up with a final example that drew the many concepts of the entire lecture together.

Overall I feel like you were organized and well-prepared to give this lecture and I'm sure your ability to create a friendly and approachable environment will take you far as an instructor. It has been a pleasure to have had the opportunity to observe you and I wish you the best of luck with your teaching career.


Sincerely,

Jonathan Lui, MScPT

March 12, 2013

**RE: Teaching Observation**

Dear Shadi,

I had the opportunity to observe you teach a course called **CISC P81 Computers: Applications and Implications** on March 12, 2013. You were discussing the topic of the Internet. From observing you teach, it is obvious that you are enthusiastic about your discipline and dedicated to improving your teaching practices.

It is clear from observing you teach that your strength is your friendly demeanor and enthusiasm in the classroom. Students seemed to feel comfortable asking you questions and seeking clarification. This style combined with your eye contact served to keep students' attention during your sixty-minute class. You were able to maintain a clear and appropriate volume of voice.

This was a medium sized lecture hall with 44 students, and the class started on time. Using PowerPoint, you introduced a clear problem and built your lesson around this scenario. For instance, you used animation and visuals to explain port switches and then moved on to explaining the concept of Wireless Interface Network Controller. You then checked in with students to make sure the lesson concepts were clearly understood. However, there was one student who did not understand a concept, but the lesson moved forward despite this. It would have been more helpful to ask the student to see you after class in order to further assist her.

You did a fine job of introducing the topic. The material discussed in your lesson was arranged into a hierarchy of concepts and there was a logical sequence with which the concepts were explained. What I really appreciated about your lesson is your use of visuals and animation to explain terminology, circuit switching, and the advantage and disadvantages of circuit switching. This was an effective strategy for student learning because it provides clear and concrete examples.

Overall, the organization of the lesson was quite good. It was a pleasure to observe your teaching. I hope this feedback is helpful. I wish you all the best with your teaching in the coming years. You are off to a good start.

Best Wishes,

Anita Gopal
anita.gopal@queensu.ca
Ph.D. Candidate
Faculty of Education
Queen's University