

Teaching Dossier

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Teaching Dossier

Rajen Akalu Ph.D.

Summary of Teaching Responsibilities

I have taught a range of courses relating to business law, technology and ethics. These courses have varied in length from two week intensive courses to full semester courses. I have assisted, developed and conducted a range of courses relating to my teaching interests both at Universities and in the private sector. I am currently a lecturer at the University of Ontario Institute of Technology, Faculty of Business and I.T. I have previously taught at the University of Toronto, Faculty of Law in the Centre for Innovation Law and Policy Program, Denmark Technical University and Delft Technical University, The Netherlands.

Part 1: Approach to Teaching

a. Teaching Philosophy

I have worked in both the private sector for law firms in Toronto and New York, the public sector at the Commission for Communications Regulation, Dublin Ireland and the Information Privacy Commission (Ontario) as well as universities in Toronto, Demark and The Netherlands.

This varied experience is reflected in my teaching enabling me to connect with students interests and career aspirations. I make a point of learning about the students' career plans with respect to my course in order to create practical examples that are relevant to them in class. Students often comment on how transferable the skills they have acquired in my classes have been in other academic courses and in their careers

I am proficient in both in-person and virtual course instruction. I enjoy preparing for lectures and getting feedback from students. I frequently use visual aids that encourage active participation among course participants. I also draw on current news items in class to provide context for in class discussion.

My Ph.D. dissertation relates to the role that markets play in the management of wireless communications technologies. Radio spectrum management is an inherently interdisciplinary subject area that requires a nuanced understanding of law, engineering and economics. This course of study has made me proficient in making legal concepts and reasoning to students that do not have a legal background.

b. Teaching Practices and Strategies

My teaching strategies and practices vary with respect to the type of class that I am teaching. In a course that I teach titled: Legal Environment of Business I focus on four key topics of business law – Contracts, Torts, Property and Business Organizations (Company Law). This provides students with a strong foundation that can be developed in more specialized courses. I often start the class with as set of multiple choice questions using Turning Point. This allows me to gauge student understanding as well as adjust my teaching in order to emphasize certain concepts.

Since Legal Environment of Business is a large class I encourage participation by creating in-class assignments that student submit during the class. Students

have found this to be an objective measure of participation as well as an incentive to attend class.

In other courses such as Law and Ethics of IT, I create group assignments and case presentations. Learning is more student centered and the students engage in structured peer-evaluation of their work in an online discussion forum.

Most recently, I trialed the use of the reciprocal interview technique in my courses. The reciprocal interview allows the instructor and students to find out about each other. After first explaining the course outline I direct the students to a link to collect responses that I set up using SurveyMonkey. The students were asked questions about course expectations, class norms etc. They were then invited to ‘interview’ me about the course. This has been a valuable approach to student engagement.

c. Self-Evaluation of Teaching and Student Learning

Overview of course evaluation results:

I have consistently been rated “Outstanding” or “Above Average” in course evaluations.

Selected student comments:

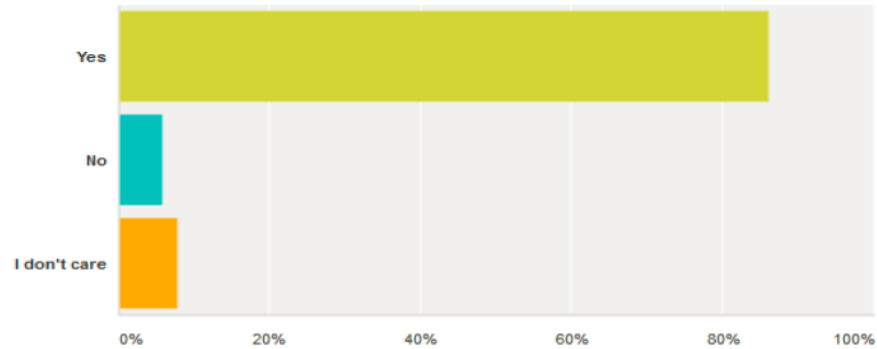
“Law and Ethics of IT is a course that people in the Networking & IT Program has to take. It is a great course and it teaches you a lot of useful skills that could be applied in the future care of someone in the Information Technology field. Throughout the semester what I really found interesting about the course is how the class was so interactive compared to the other classes. Usually inside a lecture hall, the professor is talking and everyone is listening but, this course was far more interactive than any other classes I have took in university.”

Summary of classroom research:

In addition to the course evaluation I also use Survey Monkey to informally elicit student needs/requirements. I show the response to the students in class. In this way I am better able to meet the needs of my students.

**I would like to receive a short video review
of the lecture in case I can't make it to class
in person**

Answered: 100 Skipped: 0



Answer Choices	Responses
Yes	86% 86
No	6% 6
I don't care	8% 8
Total	100

d. Professional Development

Formal Courses in Education

Completion of UOIT/Durham College Teaching Squares Program
Blackboard training
Adobe Connect

Workshops Attended

‘Lend me your ears’ workshop by Professor Max Atkinson on political speech writing. London, UK

New Institutional Economics forum on research and teaching presentation. Bratislava, Slovakia.

Part 2: Teaching Responsibilities and Contributions

I have provided lectures in my department on the use of teaching aids and presenting scientific research. I have also provided individual instruction to my supervisor on the use of powerpoint.

a. Courses Taught

Information Privacy Law and New Technology BUSI – 4710U
University of Ontario Institute of Technology, Faculty of Business and IT

Law and Ethics of Game Development INFR-4560U-001(2015 - 2017)
University of Ontario Institute of Technology, Faculty of Business and IT

Legal Environment of Business BUSI 3705 - 72188-II (2013-2015)
University of Ontario Institute of Technology, Faculty of Business and IT

IT Security Policy INFR 4680 - 41651-II (2014-2015)
University of Ontario Institute of Technology, Faculty of Business and IT

Law and Ethics of IT INFR 1550 - 72571-II W15 (2014)
University of Ontario Institute of Technology, Faculty of Business and IT

Law and Technology - LGLS-3520U-001 (2012)
University of Ontario Institute of Technology, Legal Studies Program

Information and Privacy LGLS -UOIT 11-111(A-B) 2012
University of Ontario Institute of Technology, Legal Studies Program

Institutional Economics (2009)
Economics of Infrastructure Program, Delft Technical University

Competition and Regulation in Network Industries (2007)
Office of the Fair Trading Commission, Kingston Jamaica

Introduction to mobile technologies (2006)
Center for ICT, Denmark Technical University

Catalyzing Change: Strategies to Achieve Connectivity and Convergence

Assisted with the development of course materials in delivery of a two week intensive course on telecommunication in Singapore

b. Supervision

Special Graduate Faculty member, University of Guelph for Master's student Niharika Guntamukkala's advisory committee.

c. Curriculum Development and/or Development of Innovative Teaching/Learning Materials

I have used a range of teaching software in relation to my teaching. The following is a list of teaching software used in previous courses

- Turning Point
- So Creative
- Glogster
- Storyline
- Blackboard
- Mediasite

d. Research and Publications Related to Teaching

“In Class Use of the Reciprocal Interview” submitted for publication in The Learning Centre University online newsletter

Part 3: Appendices

Teaching Squares Certificate

Course Evaluations