TEACHING DOSSIER

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1. TEACHING PHILOSOPHY

I often ask myself the question of why I teach? This question becomes more frequent at times when I decide to take time off from my career as an international civil servant to teach. A consistent answer I arrive at is that I teach to make a change. It might sound strange to take time off from working in the United Nations, which is at the forefront of driving change in the world, to drive for change by teaching. Nevertheless, I see change as my mission in either careers, but each has a different context, stakeholders, and tools. Therefore, a successful learning experience to me is where all actors, learners and session leaders, change as a result. For learners, change can be seen by attaining an expansion of their frontier of knowledge and skillset that allow them to have different perspectives and be better prepared to become leaders of tomorrow. Educators also mutually benefit. For me, teaching is a period of reskilling and learning from interaction with tomorrow's leaders. Every class I teach results in a positive change.

However, the process of achieving the sought change is as important as the result itself. Change in general tends to make people uncomfortable. For instance, students may get uncomfortable preparing for exams while others are enjoying the beautiful weather, or instructors might feel at unease adapting the use virtual learning and the technology that comes with it. This feeling of uncomfortability is a paramount for change.

I see my role as a course leader is to drive maximal change, but up to the level that students permit it without they lose interest in learning. It is a delicate balance. Over the years, I found students' ability and willingness to be challenged are remarkable. However, it is conditional on them seeing this challenge directly contributing to the change they aspire to achieve. Teaching becomes a reflection of my ability to understand the audience and draw direct connections between their aspiration and real-world issues.

With this in mind, I have progressively started designing my own course materials, source different fields to give 360 exposure and subject treatment, listen more to students expressing themselves or interacting with each other, and I am also becoming more comfortable of bring 'myself' more in the classroom. My diverse experiences working in different sectors in all regions of the world coupled with my multidisciplinary academic background have become my strongest asset to create this connection and ignite students' curiosity and interest. Every element I include in the learning environment is meant to contribute to this end. The stories I bring in from my experience usually create space for discussions and reflections- which students connect well with. Even testing, I have been increasingly designing them in a way to connect them to the real world, so testing now constitutes a major part of the intended learning (as opposed to only a tool to assign grades). Whether I ask them to act as if they were advisors to a minister and I grade them based on the Technical Memorandum they write, or the time-consuming real world data exercises, or traditional exams- all are designed with applicability to real world so they are ready to be the future leaders of change. Learners value this and respond with commitment and engagement.

Table 1: A Screen Shot of all Comments Written by Students in one Course Evaluation

Faculty:	Rabi, Amjad
Question:	Comments about the instructor and/or course (Responses will only be seen by the instructor)
Response Rate:	45.45% (10 of 22)

1	he's so cool
2	Thank you this course was amazing!
3	Incredible instructor, one of my favourites. Very knowledgeable and helpful!
4	You were absolutely amazing I really enjoyed coming to this class. You have definitely inspired me to pursue a career in Econ development! Thank you for all your help this semester!!!! Thank you for answering my questions and I hope you have a wonderful summer
5	This was an amazing class and you were awesome at teaching it. Exams and assignments were fair. I loved taking this course and would 100% recommend anyone to take it with you.
6	Professor was awesome, had a wealth of knowledge to relate the topics and information to, was engaging and passionate. Truly a treat to be in his class.
7	Thank you for an amazing semester! You make me really like this course as an Economic and Global Studies student. You make want to work in the field of development. I really enjoyed the course material and the stories you shared in class.
8	Amazing job for the term! Created a positive learning environment for all students! Dr. Rabi was supportive and fully understanding for students.
9	Amazing prof, wants students to succeed. What you put in is what you get out.
10	Amazing professor. Very knowledgable and is passionate about this subject, which made the class much more enjoyable. He is also very understanding and prepares you for upcoming assessments.

Lastly, two streams are important to merge for the learning environment to be optimal, in my view. These two streams are intellectuality and emotions. What I mean by intellectuality is the academic rigor, the critical treatment of subject, the skills, techniques, and the knowledge. What I mean by emotions is the human dynamics in the classroom, how we relate to each other in the classroom, interpersonal skill, and session leader's ability to see things through the eye of students- to name a few. These two streams go together, and they depend on each other. Focusing on only the academic rigor reduces the learning environment to an abstraction far from leaving an impact on learners. Similarly, emphasis only on emotion will not expand learners' frontier of knowledge. The two together can be a powerful mix that I always strive to use to achieve my aspiration to drive for change in teaching.

2. APPROACH TO TEACHING

Over the years of my teaching experience, I have developed a set of teaching strategies and practices that helped me bring my teaching philosophy to life. But before reflecting on these strategies, I first present the teaching goals at the center of these strategies.

2.1. Teaching Goals

In retrospect, when I started teaching, almost two decades ago, I was two dimensional in my approach to setting teaching goals. I would, more or less, use the course description provided to set my teaching goals in terms of material coverage and depth. Testing was merely limited to differentiate between students based on achievements (and sometimes accounting for their efforts). Since then, a journey of self-discovery, pause and reflections, and iterations have led me to appreciate more that teaching for driving change is not a mechanical process that its ultimate goals are limited only to topic coverage and testing students. I see my goal is to prepare students for the real world.

The world indeed has changed and with it the nature of talents needed to fuel this change. My professional career, beyond the classroom, has given me an exposure to the modern industry practices. It allowed me to understand firsthand the skillset needed, both technical and interpersonal. Today's best practitioners are those who combine academic rigor with interpersonal skills and critical ability. They are resourceful referencing different ideas from different fields. Consequently, my teaching goals expanded quite significantly into a holistic, interlinked, multiple-objectives matrix that go beyond acquisition of techniques and material coverage to capture such dimensions. Some of the key goals include: Equip students with necessary tools, relevant techniques and argumentation to analyse current issues in the field. Encourage students to apply this knowledge, with their personal innovation, in the design and implementation of solutions to a set of real-world problems.

Therefore, the change I aspire to see in students over the span of the course include: Students acquire cutting edge knowledge, skills, and experience needed in today's labor market. Students improve their ability to articulate their own values and knowledge. Students develop a critical mind to understand, explain and engage with theories and debates using evidence to evaluate different situations. Finally, I see my role as an inspiration to students to do their best. I used all my training, experience, background, and lessons learnt to inspire them to reach their full potential. I have high expectations and encourage students to have high self expectations.

While classes I taught differ substantial across different fields (international development, social policy, economics, mathematics and statistics), levels (undergraduate and graduate), and sizes (from a class of 8 students to classes exceeding 200), the above goals are always applicable and key to my teaching approach. However, the degree of emphasis on the teaching goals can be different. For instance, in graduate classes, critical treatment becomes more emphasized. In the other hand, facilitation of knowledge acquisition is a more emphasized at undergraduate level. Therefore, different instructional strategies are used so that the goals can be achieved based on context.

2.2. Instructional Strategies

The holistic expansion in teaching goals over time, discussed earlier, have been also mirrored with an expansion of my teaching strategies to be able to deliver on those goals. I have become increasingly comfortable with, and I do very much encourage, more active learning, "so students think, do, and think

about what they are doing and learning"[1] I have been incorporating more interactive learning strategies to encourage two-way dialogic communication between me and students as well as between students themselves. I also adopt and adapt the different instructional strategies based on context (discipline, class size, level, and audience). Here are some of the different strategies with explanation on context and rationale of using them:

- Oral Lecture with Metaphors:

Across all learning contexts (large classroom or small, graduate or undergraduate), I do use traditional oral lecture styles. These lectures form an important aspect for transmission of information. However, I recognize abstraction can potentially overload students with information and makes it less effective in advancing the teaching goals. Therefore, I use a lot of metaphors as a powerful instructional strategy, which pairs an abstract content with a vivid image to create a concrete association.

As an example, explaining to students the abstract concept of "population growth" through a mathematical equation can be less rememberable. However, visualizing population as water level in the sink (see the slide to the right) and asking them what causes the water level to increase, they themselves usually quickly say water pouring in and water draining out. I found it fascinating how they, without me saying any follow up question, open conversation among themselves on birth being water coming in, mortality being water getting out. And one student would usually step it up and say: wait, what about migration? Another student would say immigration is also water in, but emigration is water out. This simple image facilitates a lot of learning that will come handy for many lectures to follow. Students can themselves write with ease and no memorization the equation that leads to population growth (Population Change = Natural Population Growth (Birth – Death) + Net Migration (in-migration – out-migration)). They can reason it out and remember it any time in the future.
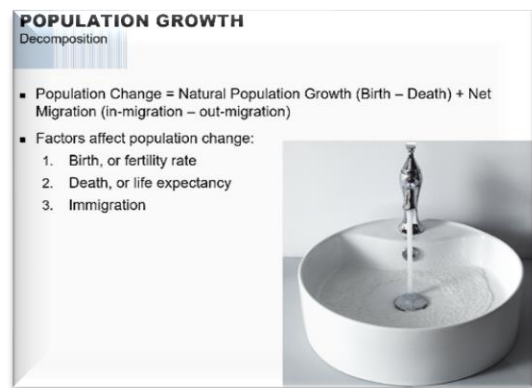
This is one example; but I cannot think of a lecture I presented in which I did not use metaphors. So many images I have developed over time that allow me to get hard concepts across with ease.

I received so many positive feedbacks from students. But a way for me to see the metaphors effectiveness is that usually I refer back to them in later lectures and ask students to explain a concept related to them, I am always fascinated how students retain the information with clarity for long time.

- Oral Lecture with Narrative Stories:

Similar to my extensive use of metaphors, I very often use in my lectures meaningful stories to help me present abstract concepts before getting into the technical terms. These stories are real- mostly I encountered myself in my career. In addition to their importance to improve students' comprehension of abstract concepts, narrative stories provide opportunity for a relaxed class environment. I also realized that these stories encourage students to open up and share their own stories. Many of the stories they share enrich the learning environment and contribute to two ways learning.

Students appreciate strategy a lot. I always receive feedback from them how much they appreciate these stories (the one comment to the right is in the end of year evaluations). They laugh in class, but the point I try to get across stays

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[1] Source: Arther W. Chickering and Zelda F. Gasmon (1987) "Seven principles for good practice in teaching" *American Association of Higher Education Bulletin* pp.3-7.

with them for long time. I tend to come back to these stories to see if they recall them, and I am always amazed how they remember them after a long period.

- Background Knowledge Probe (BKP):

With the spread of internet enabled devices in the hands of students, I benefit a lot from the opportunity to get high frequency feedback on level of comprehension of concepts introduced to students. I also deploy BKPs at the beginning of courses I teach so I can determine the effective starting point of instruction based on students' level.

Another important aspect, students generally view BKPs as a signal of what is important, so I often use them to draw attention to important questions.

- Problem-Based Learning Applied to Real-World Case Studies:

Students engage and responds well to authentic situations that they could encounter in real world. While I used this strategy quite often at all levels, the way I do it for small classrooms is different from my approach in large classroom.
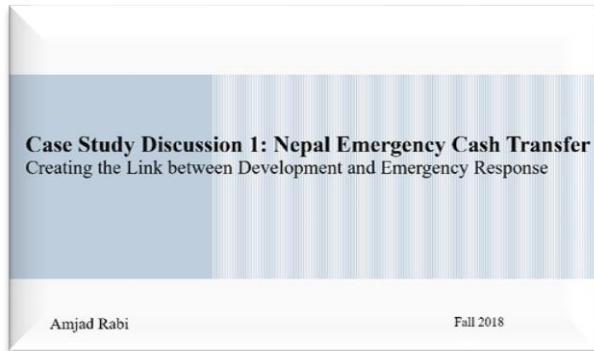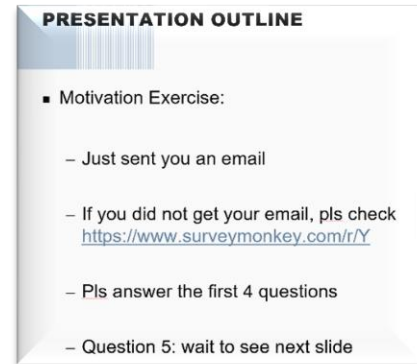
In small classroom, I usually present a case to students that require them to analyze it based on learning that occurred in previous class. Most of the cases I used are from my own experience. I only provide description of the situation (and sometimes prior readings is assigned). I then facilitate the discussion so students can address the problem both deductively (find out what is causing the problem) and inductively (analyze the issue to identify the problem). They then can brainstorm on effectiveness of the intervention and what could be done better (lessons-learnt).

For larger classroom, I usually make case studies as take-home exercises so students can work on solution either individually or on teams, as instructed.

- Role-Play:

This is a strategy that I have been using quite often, at both undergraduate and graduate level. The main objective of this exercise is to get students the opportunity to participate in real problems that face practitioners in the field. It provides students with a vehicle to explore their values and how they react to pressure. It allows them also better understand issues of limited data, conflicting reports and many of the real-world issues faced in the field. For graduate courses, I deploy it as the main deliverables required from students.

Example of Role-Play:
You work as the development technical advisor to the Minister of Human Security in the country you selected. While your 'title' is imaginary, your task is real. The Minister has taken an increasing interest in Economic Policies to achieve Human Security in the country. She asks you…….

From IP631 Economic Policy of Human Security. Click here for course outline.

The textbox to the right is taken from the course outline for IP631 (Economic Policy of Human Security). Through out the IP631 term, every student will select a country of her/his choice. Every week, I would post a scenario where the 'Minister' requires her 'staff'(student) to act on a task such as:

"Your boss, the Minister, attended a seminar on Social Protection recently. While your country has a lot of programs targeting the poor and vulnerable segments of population including well-received programs (all governments talk too much how creative they are and many so-called experts echo their statements without sufficient evidence. We need to be cautious), she was struck by some facts about the issues faced with targeting that she had been unaware of. She was particularly impressed with the evidence shared by one speaker, Stephen Kidd, from Development Pathways. She realized there are enormous amount of literature, evaluations, administrative data, and evidence that suggest exclusive targeting of the poor in developing countries' contexts might be very difficult to do (lack of capacity, weak data, informality of the labor market, ... corruption etc.) She has limited time so she cannot go to all the available sources. She asked you to summarize the evidence for her. This time she can read only three pages of concise and well cited writing. Particularly, she is interested on the issue of targeting errors (inclusion and exclusion errors), administrative simplicity/complexity, impact, political/racial cohesion, corruption, stigma associated with targeting and other areas you feel she should know about. As always, she is not interested in hearing opinions on what is right or wrong, or theoretical stuff. She wanted the evidence based on evaluations and country experiences. Sources ...."

- Learning-by-doing:

This is especially important for skillsets and technique acquisitions. I use it in all quantitative courses (or part of a course that require quantitative skills). The best way to learn new skills and techniques is by doing it. To give one example, I conducted three weeks of teaching IP631 in the format of 'costing workshop.' During this workshop, each student will select a country of her/his choice. I create a generic costing tool and economic model (see to the right) that can be used to cost an economic security package and projection for students' selected countries. I train students on how to apply the model on the country of their choice. I provide most of the dataset needed. During this workshop (over three weeks), students work hands on, face all problems that practitioners face, and eventually feel the excitement when they overcome these problems and produce robust results. My role in this is to mentor the students and provide one-one help. By the end of the training, students acquire cutting edge techniques that they can apply to many other situations. Please here for course outline.
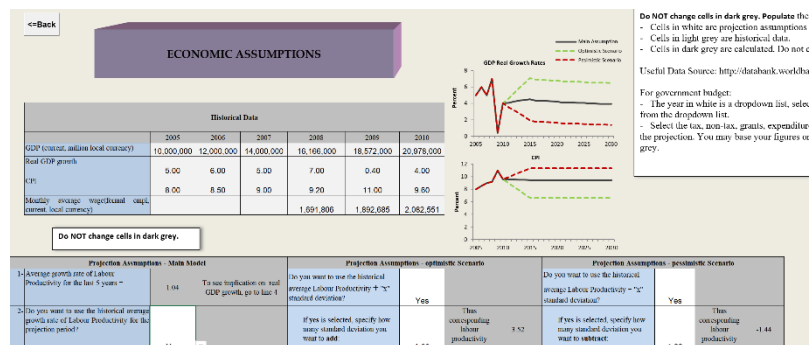
Similarly, in BU 665-Business Forecasting, most of the learning followed this approach, but application was focused on business projections. In undergraduate courses, I would give a lot of problems sets, I do some in the class, but also to give students the opportunity to practice more problems at home.

- Collaborative Learning:

Recognizing that students' learning is not limited to teaching, I include several active and collaborative learning activities into my courses, depending on the nature of the course and the learning goals of the class. To name few activities: in-class large group discussions/brainstorming, collaborative teamwork projects, joint presentations, student led discussion on 'news of the day' and 'country of the day'.

To highlight two examples taken from different course outlines:

IP633 *"**Country(ies) of the day**: In each class, a country experience will be showcased as an example of the specific concepts learnt in class of that day. While I will provide the write-up material of each case, a student will present the case to the class. Your responsibility: 1- select the date/country you like. I will circulate a*

sign-up sheet for you to put your name. 2- You will be given 10 minutes in class to share it with the class (you can use PowerPoint, but not mandatory). You lead the discussion and you answer questions from students." Please click here for course outline.

EC207: *"**Current events news item analysis**: Economic development issues are usually topics that are discussed extensively in the media. Your responsibility is to find one news item from any media outlet that discusses a current development issue. You need to write no more than two pages to analyze it. You need to submit your analysis along a hard copy of the news item. You will be also given 5 minutes at the beginning of one class to share it with the class (no need for PowerPoint, just share what is the story and answer questions, if any)."* Please click here for course outline.

2.3. Assessment Strategies

The holistic view of the learning experience with multi-dimensional teaching goals require a diverse strategies and tools to gather and analyze evidence to determine how well students' performance matches those goals. I make it clear to students what are the expectations and how we will work together to meet those expectations. Assessments to me is a continuous process throughout the term. They represent an opportunity, for me and students, to reflect on the learning environment so we can make changes at appropriate times. For me, based on this feedback, I can adjust the teaching strategies to ensure learning is occurring as planned. For students, the feedback they get early on allows them to make adjustments to their approach. This early warning system, for some students, is an encouragement to meet me to discuss how they can improve, which is indeed beneficial to provide mentorship to them.

Within the continuum of assessments throughout the term, there are milestones in the form of tests, written assignments, presentations and other forms of testing. I use a diverse range of assessment instruments, which reflects my appreciation of individual differences in students and group of learners. The type of course taught affects the different assessment strategies. Here are a sample of assessment schemes I used:

Table 2: A Sample of Grading Schemes by Course Taught

Course	Discipline, level, size	Grading scheme
EC 207	Economic development, undergraduate, very large	• Midterm exam (35%): • Two small papers (10% each, 20% total) • Current events news item analysis (5%) • Final exam (40%)
BU665	Statistical Analysis, graduate, small	• Weekly assignments (60%) • Project (40%)
EC 303	Economic evaluation, undergraduate, medium size	• Midterm Exam (30%) • Final Exam (40%) • Two Assignments (7.5% each) • Final Project (Summary) (15%) • Final Exam (40%)
SK 221	Social Policy, undergraduate, medium size	• Midterm Exam (25%) • Active Class Participation (10%) • Group Presentation (10%) • Group Class Summary/minutes (10%) • News Item analysis (10%) • Final Exam (35 %)

BU 255	Statistics, undergraduate, medium size	• Midterm Exam (35%) • Two Quizzes (5% each) • Two Practical Exams (5% each) • Formula Sheet (5%) • Final Exam (40%)
IP631	Economics of Human security, graduate, small size	• Seven Technical Memorandum I (7 TM, 70 % total) • Two Presentations (15% total) • Active Participation (15%)
IP633	Economics of Human Rights, graduate, small size	• Active participation (15%) • Country(ies) of the day (10%) • Short essay (20%) • Presentation (15%) • Long essay (40%)

An underlying principle of all the assessment tools I use is to **encourage creativity and originality**. I consider them to be one of the most important aspects as they (creativity and originality) are very much linked to my teaching philosophy of preparing students to become tomorrow's leaders of change. We know the world is changing rapidly, which requires new generation of solutions to be developed. As an educator, it is my responsibility to create conducive environment to unleash learners' creativity and ignite innovation. Not surprisingly, the least testing method I use is Multiple Choice Questions (MCQs). Very few occasions that I use them[2].

With reference to the above grading schemes table, here are descriptions of some selected grading items:

Example 1: **Exam**, for SSK221 Social Policy (see course outline here)

> Rationale: throughout the course, students were equipped with necessary tools and relevant argumentation to analyse public policy. The exam aims at testing their ability to understand, explain and engage with theories and debates about specific issue and their application in real-world context.
>
> **"Question 1:** *(20 points): Define the following terms:*
> *a- Social Exclusion   b- Human Capital   c- Equity in Health Care*
>
> **Question 2** *(30): 'No health-care system is perfect. The problems of the health system in each country are predictable outcomes of its chosen health-care strategy.' Discuss with examples from* **two** *countries.*
>
> **Question 3** *(20): 'University education is a basic right. It should therefore be free.' Do you agree? Discuss.*
>
> **Question 4** *(30): Read the following case study*
>
> *"Population ageing is a shift in the distribution of a country's population towards older ages. This is usually reflected in an increase in the population's mean and median ages, a decline in the proportion of the population composed of children, and a rise in the proportion of the population that is elderly. Population ageing is widespread across the world.*

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[2] Only in one multiple-sections joined class with other instructors I used MCQs fully, as this was the preferred option of the majority of colleagues given the very large number of students. But in my own courses, even those with very large size classes, I seldom use MCQs. In the very few occasions I use MCQs, they are limited to not more than 20 percent of any test, just to test simple concepts. As discussed earlier, I use BKP in the form of MCQ not as part of the grading scheme, but as part of active learning teaching strategy, discussed earlier.

Among the countries currently classified by the United Nations as more developed (with a total population of 1.2 billion in 2005), the overall median age rose from 29.0 in 1950 to 37.3 in 2000, and is forecast to rise to 45.5 by 2050. The corresponding figures for the world as a whole are 23.9 in 1950, 26.8 in 2000, and 37.8 in 2050.

Population ageing arises from two (possibly related) demographic effects: increasing longevity and declining fertility. A possible third factor is migration.

Most of the developed world (with the notable exception of the United States) now has sub-replacement fertility levels, and population growth now depends largely on immigration. Canada has the highest per capita immigration rate in the world, based largely on the rationale of countering population ageing.

The economic effects of an ageing population are considerable. For instance, social security systems have begun to experience problems. Earlier defined benefit pension systems are experiencing sustainability problems due to the increased longevity. The extension of the pension period was not paired with an extension of the active labour period or a rise in pension contributions. In recent years, many countries have adopted policies to strengthen the financial sustainability of pension systems, although the challenges regarding pension adequacy remain."

Based on the above discussion and for each of the following policy: First: what problem does it address in relation to the issues raised above? Second: discuss how this policy can address the problem it targets.

   a) Canada's policy to recruit qualified immigrants (economic immigrants).
   b) Increase the provision of day care services
   c) The increase in age of retirement by 2 years."

Example 2: **Practical test**, for BU205 Applied Statistics (see course outline here)

Rationale: Statistics is learned by doing it. Further, it is very hard to fairly test students' ability on use of software on paper. It makes perfect sense to have a practical test. To double the gain, recognizing the diversity of students' learning abilities in regard to the use of statistical software, group work can allow for learning between students. Only problem is that group work could often lead to the best student doing the work, with unequal contributions from others. To avoid this, I innovatively thought to select the student to be tested at random. So now, the group of students would teach each other making sure all are ready.

*"The Practical test is to be completed in groups of 6 students. A sheet that contains time slots will be circulated in the first class to choose your group members. The objective of this exam is to test your ability to use software to solve an assigned problem. I will select only **one** member of the group at random and ask her/him to do the exercise (that means every member has an equal probability of being selected and thus you need to make sure that all members are equally prepared). Each group should not take more than 5 minutes."*

Example 3: **Weekly Assignment**, BU665: Statistical Analysis (see course outline here)

Rationale: as stated earlier, statistics is learned by doing it. Each student is tasked to find a dataset based on their interest and implement weekly assignments. This is a very good way to ensure assessment complements the in-class learning. Here is one example of these weekly assignments:

*"In this assignment, you are expected to use **only two methods** from the methods discussed in the last class and apply them into your dataset, which you already collected for your final project. Again, the methods you need to select from are:*

   1- Simple Exponential Smoothing
   2- Holt's Exponential Smoothing
   3- Winter's Exponential Smoothing
   4- ADRES
   5- De-seasonalizing method

The criteria that will be used to evaluate this assignment include:

a- *The reason(s) prompted you to select these two methods. This should reflect the data pattern as we discussed. You should include any illustration(s) and explanation to support your decision. Note that your data might not be best forecasted with any of these methods (it might be best described with other methods that we have not discussed yet). If that is the case, you should exert effort to choose two methods on the ground of the "less evil". It is meant just to see your reasoning and your conceptual understanding of the method framework and also to apply a couple of these methods on a data set for educational purposes.*

b- *The way you conducted your forecasts. Prepare two separate smoothing models (the ones selected in a) to examine your data; use these models to develop forecasts for 12 periods. Please provide me with a table of your original and fitted values, and also your forecasts. Plot the actual and forecasts values.*

c- *Examine the accuracy of each model by calculating the RMSE for each during the historical period. Explain carefully what characteristics of the original data led one of these models to minimize the RMSE.*

Example 4: **Long Essay**, IP 633 Economic Human Rights (see course outline here)

Rationale: This is a term paper. In the course, we thoroughly reviewed the evolution of development paradigm from its earliest incarnation to today's more holistic understanding of development. The course' approach was eclectic and referenced relevant concepts and theories from a variety of disciplines, including economic development, social policy, and human rights. This assessment item provided students with the chance to bring all the learning together and showcase their ability to write scientifically in one selected topic. I provided them with 10 different research titles so they can have the opportunity to select the topic that is of interest to them.

"Long Essay (3000 words – including references): Address one of the assessed essay questions listed below. All the normal rules regarding style, structure, and referencing apply. If you are unsure about your essay writing or research skills, please consult me. Write boldly and reference regularly………. You must choose essays from the following set of titles: (10 different topics are provided)"

Example 5: **Summary writing**, EC303 Evaluations in Public Sector (see course outline here)

Rationale: after the detailed treatment of individual topics, time to get them together and show students how cost-benefit analysis is done in real-word projects. Student are asked to find a cost-benefit analysis (I guide them where they can find them, which educate them on resources available). Once they identify a project that interests them, their task is to summarize it.

"As a first step, each student is required to find a good cost-benefit analysis that evaluates a public investment decision or policy change. You must first consult with me about your choice no later than….

After the approval of your topic, you are required to provide a 2-3 page single spaced memo that responds in a written form to each of the following items:

1. *Identify the general problem and why important*
2. *Identify the specific issue that is the focus of this analysis and why relevant to the general problem*
3. *Summarize methodological approach used in the analysis*
4. *Discuss any details of analysis calculation that are specially interesting and problematic*
5. *Present basic results of analysis and interpretation*
6. *Discuss sensitivity of results to various assumptions in the analysis*
7. *Discuss implications of results for specific actions*

The above seven points provide one recommendation of how to structure your memo. Depending on the CBA you choose, it is possible that you will want to adjust this outline somewhat to better fit the needs of your topic."

In addition to these 5 examples, you may also refer to earlier innovative assessment examples under 'role-play' and 'collaborative learning' sections.
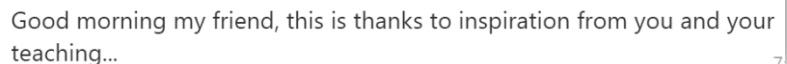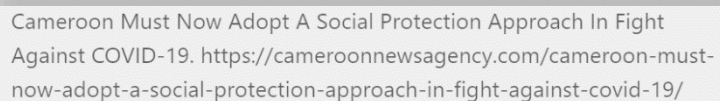
2.4. Course and Curriculum Development Strategies

As discussed earlier, I have been increasingly more comfortable to bring myself more in the classroom. I reflect a lot on my strength, skills, experience, and what lessons learnt I can bring to the learning experience. Therefore, I progressively modify courses I teach at all levels so I can meet my teaching outcomes in line with my teaching philosophy of preparing tomorrow's leaders of change. Now, all the courses I teach, I entirely design them, or significantly reshape them.

Here are two examples of courses (one is graduate, and another is undergraduate) that I have designed completely from scratch:

- IP631: Economic Policy for Human Security (Click here for course outline)

    I have taught this course now for three different terms, which I designed completely from scratch. I feel this course design is the closest to reflect fully my teaching philosophy. It embodied the learning goals and demonstrated my view of the learning experience. I designed it with the view of preparing students to be ready to work immediately in the UN, or any national or international organization, and be agents of change. I developed all its materials, referencing the most cutting-edge skills and getting students to the frontier of knowledge. The assessments also contribute directly and significantly to this end. Students act as if they were practitioners in the field. They are exposed to a lot of datasets, tools, and products that are very commonly used by practitioners in the field. While designing this course, I have made sure to review the learning from other modules and I sought views of colleagues teaching in the same program to ensure synergy. I also continue to modify the module considering new ideas/situation coming forward (in term 2020, I modified the course to include learning that can be useful to analyze issues related to COVID-19 pandemic).

> Cameroon Must Now Adopt A Social Protection Approach In Fight Against COVID-19. https://cameroonnewsagency.com/cameroon-must-now-adopt-a-social-protection-approach-in-fight-against-covid-19/
>
> Good morning my friend, this is thanks to inspiration from you and your teaching...   7

- MA 273: Introduction to Actuarial Mathematics (Click here for course outline)

    This is another course that I fully designed (I was the first to teach it when it was created). Actuarial science is a field very much structured by professional organizations such as the Canadian Institute of Actuaries (CIA) and Society of Actuaries (SOA). They administer professional exams to qualify practitioners. In designing this course, I used the same learning materials used by CIA/SOA (including the required textbook by CIA/SOA) so students aspiring to write these exams can be prepared to take the relevant professional exam. I also made sure that it is linked and built on the other courses offered at the departments of Mathematics and Finance. Given that the actuarial science materials can quickly build up and overwhelm students, I ensured to have in-class quizzes at higher frequency so I can gauge whether learning is happening, but also acted as a reminder for students. I also created problem sets so students could work them out at home. All exams and quizzes questions, and most of homework problems, are real CIA/SOA exam questions. This is very important, so students are brought up to the level required, but also boost their confidence to take these professional exams.

In addition to academic courses, I fully developed and delivered several professional courses to practitioners. Please see table 5.

In addition to course development, I conceptualized fully degree programs offered in collaboration between UNICEF and universities in Zimbabwe, Malaysia, and Nepal. For instance, with Women's University of Africa, based in Harare, Zimbabwe, I conceptualized a Master of Science in Child Rights and Childhood Studies (click here). In Nepal, I conceptualized the establishment of an innovation hub at Kathmandu University (click here) and a research center on disability (click here). In Malaysia, I conceptualized two research centers on Child rights and on Nutrition.

3. TEACHING CONTRIBUTIONS EDUCATIONAL LEADERSHIP

3.1. Teaching Responsibilities

The diverse teaching experience I have had so far has contributed meaningfully to achieve my teaching goals of equipping students and preparing them for the modern labor market so they can be leaders of change. I used all my training, experience, background, and lessons learnt to inspire them to reach their full potential. The diverse teaching portfolio I have is a strong asset and allows me to cross-fertilize between different fields to provide a well-balanced treatment that looks at issues from multiple angles.

Over the past two decades, I taught both graduate and undergraduate levels in universities in Canada, Malaysia, and the USA. Academic classes taught vary across different disciplines including: Economics, Statistics, Mathematics, Business, and Social Policies. I also developed and delivered specialized courses for professionals in different countries. Below is a list of the academic courses I taught:

Table 3: Graduate Academic Courses Taught

Code	Course Name	University	Date
IP631	Economic Policy and Human Security	BSIA, WLU	W2020, W2019, and S2016
IP633	Economic Human Rights	BSIA, WLU	W2020
PHIR4022	Human Security	Nottingham University	F2018
BU665	Business Forecasting	WLU	S2009

Table 4: Undergraduate Academic Courses Taught

Code	Course Name	University	Date
SK221	Social Policy	WLU	W2016
MA273	Introduction to Actuarial Mathematics	WLU	W2016
EC207	Economic Development	WLU	W2019 (2 sections), W2016
EC303	Economic Evaluation in the Public Sector	WLU	F2015, W2010
EC120	Introduction to Microeconomics	WLU	F2015
EC235	Quantitative Techniques & Research Methods	WLU	F2009
BU275	Business Decision Models	WLU	W2010
BU205	Introduction to Applied Statistics	WLU	F2015, F2009
BU/EC255	Managerial Statistics	WLU	W2019, W2010, W2009, F2008
MA102	Problem Solving	UCONN	F2003
MA106	Calculus for Business and Economics	UCONN	F2004, S2004 (2 sections), S2005
MA283	Society of Actuaries' first exam Preparation.	UCONN	S2004 (co-taught)

Table 5: Selected Professional Courses Taught

Course Name	Institution	Country	Date
A Policy Leadership Workshop: Social Policymaking for Shared Prosperity.	Razak School of Government	Malaysia	February 19-21, 2020
Building Costing Models.	Uni. of Malaya	Malaysia	October 9-10, 2019
Costing Child Sensitive Social Protection	Government	Madagascar	February 14-15
Costing Child Sensitive Social Protection Strategies	Government	Myanmar	November 13-14, 2012
Child Sensitive Social Policies	UNICEF	Zimbabwe	Sep. 2012- May 16, 2013

Course description and course outlines can be accessed at http://amjad-rabi.com/teaching/.

3.2. Mentoring Students

I very much appreciate the opportunity to mentor students and provide insights beyond the classroom. Due to the nature of my contract (sessional), I have not been able to have the opportunity to act in a formal role as research supervisor to students' theses. Nevertheless, I take pride of the ample mentorships I have provided to students at all levels. I continue providing advice to students even years after they graduate. Many of them send emails and WhatsApp messages asking me about technical issue or just updating me on their work. As one example, the email to the right was sent to me from a mentee who is now at the forefront of formulating response to COVID-19 (for privacy issues, I deleted specifics in the email).

Dear Amjad,

I hope you are staying safe, with your family, during this extraordinary challenging time.

I just wanted to share a piece of work I did with ILO [blacked out] colleagues that I am very proud of 😊 It was sent to the Prime Minister yesterday. This is everything I learned from you, and I hope you will be happy to see your 'student' grow up and being able to report to you, as my mentor. It is an extremely tough time for poor families, I'm trying my best to support them as much as possible.

3.3. Activities Taken to Improve Teaching

The continuous improvement of my teaching skills reflects efforts I exert and an aptitude for learning. During my graduate education, I voluntarily took an extra course titled Mathematics Pedagogy, which has been instrumental for my understanding of learners' diverse approaches. It really confronted the roots of prejudice that might occur when we see students through how we ourselves learn. At that time, I benefited also from the resources that were made available to us at the University of Connecticut such as inviting an experienced professor and peer lecturers to attend one of my sessions, which I did and it was very insightful. Since then, learning from colleagues has been a very integral part of my teaching skills development. I am always amazed with the innovation and great insights that my colleagues share. For instance, when I taught a large classroom for the first time, I was at the beginning disoriented. I discussed with colleagues who had been teaching large classrooms. The insights they provided (e.g. writing on the whiteboard will not be visible to all, speaking slowly when I use the mike…) were so helpful. In addition, some of the most important insights come from students themselves. Sometimes they articulate it clearly, other times I must pick up the clues. I also always pause and reflect including recalling the time when I was student so I can see my teaching through students' eyes.

4. REFLECTION AND ASSESSMENT OF TEACHING

My efforts and approach have been appreciated by students. It is always delightful to get end of year evaluations and see what students have to say. I am humbled to see my evaluation reports' averages have been consistently very high. This gives me the determination to seek more opportunities to improve and deliver on the expectations from our learners. Below is summary of the evaluations received so far. But all full evaluation reports can be found at http://amjad-rabi.com/teaching/.

Table 6: Summary of Evaluation Reports

Code	Course Name	Date	Mean of all Evaluation Items[3]		
			Mine	**Department**	
IP631	Economic Policy and Human Security	W2020	Not yet	Not yet	out of 7
IP631A	Economic Policy and Human Security	W2019	6.2	6.0	out of 7
IP633	Economic Human Rights	W2020	Not yet	Not yet	out of 7
BU665	Business Forecasting	S2009	6.0	5.8	out of 7
SK221	Social Policy	W2016	6.0	6.3	out of 7
MA273A	Introduction to Actuarial Mathematics	W2016	6.4	5.8	out of 7
EC207A	Economic Development	W2019	6.6	5.5	out of 7
EC207B	Economic Development	W2019	6.5	5.5	out of 7
EC207C	Economic Development	W2016	6.3	5.9	out of 7
EC303A	Economic Evaluation in the Public Sector	F2015	6.1	5.8	out of 7
EC303	Economic Evaluation in the Public Sector	W2010	5.8	5.3	out of 7
EC120D	Introduction to Microeconomics	F2015	6.2	5.8	out of 7
EC235	Quantitative Techniques & Research Methods	F2009	5.9	5.2	out of 7
BU275	Business Decision Models	W2010	5.6	5.9	out of 7
BU205A	Introduction to Applied Statistics	F2015	6.3	6.1	out of 7
BU205A	Introduction to Applied Statistics	F2009	6.1	5.9	out of 7
EC255S1	Managerial Statistics	W2019	6.2	6.0	out of 7
BU255R	Managerial Statistics	W2010	6.0	5.9	out of 7
BU255M	Managerial Statistics	W2009	6.3	5.9	out of 7
BU255T1	Managerial Statistics Tutorial	F2008	6.1	6.0	out of 7
BU255T1	Managerial Statistics Tutorial	F2009	5.9	5.3	out of 7
MA106Q	Calculus for Business and Economics	F2004	8.8	8.2	out of 10

Similar to the students' appreciation, I am also humbled to know that department chairs value my teaching and efforts. I have kindly received many letters of appreciation from department chairs for almost all terms I taught. Letters of appreciations that I received can be accessed at http://amjad-rabi.com/teaching/.

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[3] This is computed by averaging responses under "Questions about the course" and "Questions about the Instructor" and compare them with the averages for the corresponding department.

5. SUPPORTING DOCUMENTS

Supporting document including
- All teaching evaluations
- Letters of teaching excellence
- All course outlines

They can be found at http://amjad-rabi.com/teaching/.