

Statement of Teaching

Sunil Hazari

sunil@sunilhazari.com

My philosophy of teaching has evolved over the past twelve years of working with undergraduate and graduate students. I find that my outlook in educating students not only targets the subject matter, but also aims to create lifelong learners who learn about integrity and a sense of service toward others by leveraging their education, knowledge, and perspectives gained in class. My classes are taught using the constructivist principle where each student is an active participant. They learn not only the subject area, but how to interact and learn to respect different points of views based on other students' background. My research in collaborative learning has had direct impact in classroom teaching by using methodologies such as case studies, simulations, and forming virtual communities that exist outside the classroom to strengthen the learning experience. As a result of these techniques, one of the courses that I teach, "Security and Control of Information Systems" has been ranked in the top 15% of Business School courses.

Setting high standards for students has always been my idea of providing a good education to create individuals who rise to the occasion to meet challenges inside and outside the classroom. Every interaction in the classroom, whether it is with the instructor, other students, or the course material stays with students to be called on later in life when situations arise. Learning is a life-long process and although formal schooling ends, education must go on. Students must develop problem solving abilities, analytical reasoning power, and must be made aware of their role of sharing knowledge to make a difference in the world as good managers, technologists, or educators.

Focus on technology enhanced learning has driven my teaching and research areas. Since businesses today are using technology for competitive advantage, productivity improvement, and researching ways to augment business processes using interactive web technologies, the same principles can be applied in education. The Internet has quickly evolved from being merely a distribution channel to an interactive environment for collaborative learning, and web-based learning has become an integral part of higher education. My role in the teaching process has been that of a developer of teaching/learning platform, content area expert, instructional designer, and project manager involved with projects that include design, development, and assessment of Web teaching tools not only for my courses but also as a service to other faculty in the School. In a recent article, "Implementation and Outcomes of Business Course Development Tool" I described the process that was used to design and implement an online learning environment to supplement classroom teaching for courses offered in the Robert H. Smith

School of Business at the University of Maryland. The goal for development of such a tool was to facilitate teaching and enhance learning. Design of the tool evolved from cognitive learning theories applied to faculty needs and technology infrastructure available within the School. The Course Development Tool Template has been used in 1000+ course over the past three years. (The instructional design process, implementation, outcomes, and benefits to faculty and students are described in the available from <http://betj.ggu.edu/sp2000/#implementation>)

I have been fortunate to work in three different institutions over the past twelve years and see my students graduate to be successful in business, sports, and service industries. The sense of achievement in seeing your students succeed is the highest honor that can fall on an educator. I endeavor to work in an institution where students, faculty, and staff share a common vision.

I would be most interested in teaching courses in any of the following areas: information systems strategy, telecommunications and network management, electronic commerce business models, information security, systems analysis, and research methods. I am also interested in developing new courses related to above areas. My multidisciplinary background in management, technology, and education, as well as work on teaching committees gives me an advantage in understanding curriculum issues needed to address the rapidly changing market demands of the networked information economy.