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Motivation I strongly believe in teaching as a tool not only for disseminating knowledge but also for fostering research. Teaching and mentoring is a mutually rewarding exercise for the student and the mentor. A good teacher derives great satisfaction from stimulating the students with deep questions, keeping them motivated, and shaping them as successful professionals. In the process, the teacher is forced to remain informed on the subject matter and is exposed to fresh perspectives of students. Such an exposure can be the impetus that raises new questions and leads to newer directions of research. I am eager to participate in this exercise as a teacher.

Experience My first encounter with professional teaching occurred when I was an undergrad. I taught programming languages such as Java and C++ and technologies such as J2EE and CORBA to working professionals at the Software Technology Group (STG), a private training institution. The setup was challenging: I was the youngest in most classrooms and the skill level of the students varied greatly. My efforts paid off: for the next semester, my classes were over-enrolled and the students requested for additional capacity. I also delivered occasional lectures to inform my classmates on the subjects not covered by the regular syllabus.

To be effective, teaching needs to be complemented with stimulating assignments and projects. The fast-paced nature of computer science presupposes continual revamping of such teaching materials. I am helping redesign a graduate-level course on service-oriented computing at NCSU. The goal is to train the students on applying SOA for integrating of enterprise information systems. The effort involves preparing six new programming assignments. As a result, the students would learn to access, develop, and compose the publicly available Web services. They would also learn how SOA (Service-Oriented Architecture) is applied by developing and deploying applications with data protocols such as SOAP, REST, and RSS, and middleware such as application servers, legacy transaction servers, semantic Web, and ESB (Enterprise Service Bus).

I have learned teaching not only from my experiences as a teacher, but also from my experiences as a student. By observing the methods of good teachers, I have formed a model of an ideal teacher whom I would mimic.

Future Courses I am looking forward to designing and teaching graduate-level courses on enterprise information systems, service-oriented computing, business service engagements, and applied artificial intelligence. I would also enjoy teaching undergraduate courses on a wide range of topics.