

EVIDENCE OF TEACHING EFFECTIVENESS

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SELECTED ANONYMOUS STUDENT COMMENTS

Principles of Microeconomics, Spring 2020

(Aaron) was very very easy to work with. He made all lectures very clear and stayed on point and never digressed from the main point. He also was very helpful when I struggled with certain concepts and needed help and explained things very clearly to me and helped me to better understand.

(Aaron) made sure we all understood the concept and answered any questions we had without making us feel dumb.

Very clear instructions in class, one of the few instructors that had a clear set up for the online transition. It was easy to find material and assignments.

(Aaron) was clear, concise, and to the point. If you needed help in this course Professor Scholl gave the opportunity to get help.

Principles of Microeconomics, Summer 2019

(Aaron) made the class interesting and provided great examples during lectures that helped me understand the material better. I enjoyed going to this class because he didn't make it boring.

Aaron is very thorough with his teaching. Great guy, always willing to help explain in a more understandable way.

Aaron provided multiple examples so we had many chances to understand the material and would go over missed questions in quizzes to help us understand what we did wrong.

Principles of Microeconomics, Spring 2019

(Aaron) explained things very well, and in ways that we could understand them. Also, he always answered questions if we had them, and went out of his way to make sure that we succeeded. One of my favorite teachers due to his energy and awareness of the subject he was teaching.

(Aaron) was always teaching, he would answer questions when needed but always stayed on topic. He also told us to come to his office hours for help almost everyday.

I think Aaron Scholl has done a great job instructing this class. I think he did a great job going over lecture material in a way that made the material easier to understand. He gave plenty of examples throughout lectures, worked through solving exercises, and made sure the class understood key concepts.

If we had a question, Aaron would explain it on the spot. Went over class problems everyone struggled with and was a respectful teacher.

QUANTITATIVE EVIDENCE OF TEACHING EFFECTIVENESS

At the end of every academic term, the UNL College of Business requests that students anonymously complete evaluations of their courses and instructors. The numerical part of the evaluation consists of students selecting one of the following predetermined statements from a list of questions about the course and instructor:

5 = Strongly Agree

4 = Agree

3 = Neither Agree nor Disagree

2 = Disagree

1 = Strongly Disagree

Table 1 provides a summary of these responses averaged across classes. The table also presents department-wide averages as benchmarks. Raw disaggregated evaluations are available upon request.

Table 1: Average Student Evaluations

| The instructor ... | Instructor Score | Department Score |
|--|------------------|------------------|
| increased my factual knowledge | 4.36 | 4.03 |
| increased my ability to engage in critical thinking | 4.25 | 3.93 |
| clearly communicated expectations of me in this course | 4.57 | 4.19 |
| had a positive impact on my interest in subject matter | 4.39 | 4.00 |
| clearly specified course assignments | 4.60 | 4.22 |
| had grading policies and practices that were fair | 4.52 | 4.19 |
| provided materials that facilitated my learning | 4.34 | 4.00 |
| provided help for this course if I needed it | 4.36 | 4.21 |
| treated students with respect | 4.53 | 4.38 |
| presented material in a clear manner | 4.46 | 4.05 |
| was well-prepared for each class | 4.60 | 4.29 |
| Average class size | 49 | N/A |

Note: Instructor and department scores are averaged over 4 semesters of teaching: Fall 2018, Spring 2019, Summer 2019, and Spring 2020. Average class size includes classes during fall and spring semesters only.

I have received the student evaluations from 4 courses. My scores show consistently high evaluations from students, and have remained above department averages every semester I've taught. I believe my student evaluations show a commitment to education, and will continue to improve as I gain more experience at the front of the classroom.

COMMITMENT TO IMPROVING TEACHING

As I begin my journey as a teacher, I know that I must be open to comments, criticism, and always be prepared for change in my teaching style. Teaching is a continual learning process on both sides of the classroom, and I enjoy discovering new and different ways to be an effective teacher. In my short journey so far, I have attended numerous seminars and luncheons discussing effective teaching strategies. These include the UNL Economics Department Lunch & Learn Seminar Series with designated teaching faculty members, annual UNL College of Business (CoB) seminars on graduate instructor roles in the classroom, and seminars with UNL CoB's Instructional Technology Design Specialist on effectively incorporating technology into the classroom.

More narrowly defined, I know that in order to grow as an effective educator that I must seek and respond to feedback from my students and peers. At the end of every semester, I spend time analyzing student feedback and talking with peer instructors to brainstorm ways in which we may improve the class and teaching experience. I enjoy working as a team to improve student experiences. I always find this process to be enlightening, and is usually reflected in my approach the following semester as a result. I recognize that the best teachers are continually evaluating and updating their methods to be an effective educator. While my philosophy and commitment to teaching has served me well thus far, I am excited to see how they change as I experience new teaching opportunities.