

Teaching Documentation

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Teaching Philosophy

- Why do you teach?
- What is important to you as a teacher?
- Universal themes- excellence, learning, etc.
- Spend time thinking; others for ideas
- Most comments on this one item

Teaching Philosophy

- Excellence.
- Written & Oral Communication
- Problem Solving
- Subject Matter Mastery
- These 4 themes- underpin *ALL* of my teaching

Documentation

- Peer teaching evaluations
- Enrollments- concise!
- Student evaluations- online system
- Written responses from students
- Instructional materials- Blackboard
 - master course sites!

Printed on acid-free paper.



Teaching Evaluations

- Check w/ your own dept. first
- Listen to T&P committee (later this AM!)
- Realize this may be moving target; key is to have multiple evals. ideally from mult. people & in mult. classes over time
- Goal is to document teaching effectiveness

Student evaluations

- Online system presents greater challenges
 - I had about 50/50 of my evaluations done via online system
- If you can, good to document using 'yellow form' written comments, etc.
- Esp. important if you have small enrollments

Student Assessment of Instruction System for *History/Impact of Turfgrasses* (PLSC 233) – Brandon Horvath, Instructor.

		Individual Means
		2010
1.	Course as a whole	4.83
2.	Course content	4.83
3.	Instructor's contribution to the course	4.83
4.	Instructor's effectiveness in teaching material	4.83
5.	Course organization	4.50
6.	Clarity of Instructor's voice	4.67
7.	Explanations by instructor	4.67
8.	Ability to present alternative explanations	4.83
9.	Use of examples and illustrations	4.83
10.	Quality of questions/problems raised by instructor	4.83
11.	Students' confidence in instructor's knowledge	4.83
12.	Instructor's enthusiasm	4.83
13.	Encouragement given to students' self-expression	4.83
14.	Answers to students' questions	4.83
15.	Availability of extra help when needed	4.67
16.	Use of class time	4.83
17.	Interest in whether students learned	4.83
18.	Amount you learned in the course	4.83
19.	Relevance and usefulness of course content	4.83
20.	Evaluative an grading techniques	4.83
21.	Reasonableness of assigned work	4.83
22.	Clarity of students' responsibilities/requirements	4.83
	<i>Average student evaluation</i>	4.79
	<i>No. of Students enrolled</i>	6

Student Assessment of Instruction System for *Turfgrass Strategies* (PLSC 466) – Brandon Horvath, Instructor.

		Individual Means
		2011
1.	Course as a whole	4.08
2.	Course content	4.08
3.	Instructor's contribution to the course	4.25
4.	Instructor's effectiveness in teaching material	4.33
5.	Course organization	4.08
6.	Clarity of Instructor's voice	4.33
7.	Explanations by instructor	4.42
8.	Ability to present alternative explanations	4.33
9.	Use of examples and illustrations	4.17
10.	Quality of questions/problems raised by instructor	4.25
11.	Students' confidence in instructor's knowledge	4.58
12.	Instructor's enthusiasm	4.33
13.	Encouragement given to students' self-expression	4.67
14.	Answers to students' questions	4.25
15.	Availability of extra help when needed	4.25
16.	Use of class time	4.00
17.	Interest in whether students learned	4.17
18.	Amount you learned in the course	4.17
19.	Relevance and usefulness of course content	4.08
20.	Evaluative an grading techniques	3.75
21.	Reasonableness of assigned work	3.67
22.	Clarity of students' responsibilities/requirements	3.92
	<i>Average student evaluation</i>	4.37
	<i>No. of Students enrolled</i>	12

Final thoughts

- Documentation is key!
- Think about teaching philosophy
- Be aware of challenges of online SAIS
- Use mentor- review dossier w/fine tooth comb; Hodges library!