

Teaching Self-Evaluation, AY23-24

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Over the past year, my primary focus has been on enhancing student engagement, creating inclusive learning environments, and integrating emerging technologies into my teaching. A significant aspect of this effort has been my work in incorporating generative artificial intelligence (GenerativeAI) into my coursework. Recognizing the growing importance of AI in education, I have endeavored to teach my students, many of whom are current K-12 teachers, how to use GenerativeAI appropriately. This includes not only the technical aspects but also ethical considerations, encouraging critical thinking about the role of AI in the classroom. For example, in my LITE 535 course, I introduced AI-based assignments where students utilized GenerativeAI tools to develop and analyze educational materials. This approach has not only increased engagement but also provided students with practical skills that are increasingly relevant in today's educational landscape.

In addition to integrating new technologies, I have also focused on differentiating instruction to meet the diverse needs of my students. In courses like LTCY 199 – a course that I teach exclusively to non-native speakers through WKU's IPAS (International Pathways for Academic Success) program, I developed assignments that allowed students to explore topics of personal interest while honing essential skills such as research and argumentation. This approach, which included the Evidence and Argument Paper assignment, was designed to accommodate different learning styles and encourage students to take ownership of their

learning. The positive feedback I received from students on these assignments suggests that this approach has been effective in fostering deeper engagement and learning.

To ensure that my teaching remains relevant and impactful, I have actively engaged in professional development opportunities. Attending conferences such as the WKU Generative AI Conference and the International Society for Technology in Education (ISTE) has provided me with valuable insights into the latest educational technologies and pedagogical strategies. These experiences have directly informed my teaching practices, particularly in courses like LME 448 and LITE 550, where I undertook a comprehensive overhaul to better reflect the integration of emerging technologies in education.

Critical self-reflection has also played a key role in my teaching over the past year. I have made it a priority to closely examine student evaluations as a means of informing my teaching practices. When receiving feedback, particularly when it is less positive, I do not dismiss it but rather critically and thoughtfully examine it. I compare student comments within the same section of the course to determine if a complaint or compliment is valid. For instance, in my LITE 537 feedback this past year, my SITEs were quite limited, with only four students participating. Both student feedback comments were negative. This was a cohort of students who also took LITE 590 together, and I again received similar numbers of responses. However, in the case of LITE 590, I had students in another section. I taught both sections identically, and yet the non-cohorted group of students left me much more positive feedback. This allowed me the perspective to step back and examine the feedback more critically. One of the negative comments was that I failed to provide adequate and timely feedback, which I can unequivocally say is simply not true. It still stings to get negative feedback, but the sting is muted when I realize they were upset about something else that may have not even been directed at me.

Despite these successes, I have also faced challenges, particularly in maintaining student engagement in online and hybrid modalities. The shift to online learning required me to adapt quickly and experiment with various tools and platforms to create more interactive and dynamic virtual classrooms. I implemented tools such as interactive discussion boards and real-time feedback mechanisms, which helped to foster a sense of community and engagement among students who were physically distant. These efforts have been met with mixed results, and I continue to seek out new methods and technologies to further enhance the online learning experience. The dissolution of Flip as a standard interactive video discussion board environment over the Summer of 2024 is going to have a direct impact on how I choose to handle this going forward.

Looking ahead, I am committed to continuing my efforts to incorporate innovative approaches into my teaching. This includes further exploration of how GenerativeAI can be used to enhance learning while ensuring that students develop a critical understanding of its implications. I also plan to continue my professional development by attending relevant workshops and conferences, and by staying engaged with professional organizations that provide access to the latest research and best practices in education.

Overall, I believe that my teaching over the past year has been marked by a commitment to innovation, inclusivity, and continuous improvement. By staying current with trends in the field, critically reflecting on student feedback, and remaining dedicated to professional growth, I aim to provide my students with a learning experience that is both relevant and impactful. I look forward to building on these efforts in the coming year, with the goal of further enhancing the quality of education I provide for my students.