Teaching Self-Evaluation, AY24-25

Dr. Jeremy Logsdon

Assistant Professor

This year, my teaching continued to span a wide range of courses and formats, including undergraduate, graduate, and military-focused instruction through MEC. Across the Fall 2024, Winter 2025, Spring 2025, and Summer 2025 terms, I taught a full roster that included LITE 535, LITE 537, LME 448, LTCY 199, LTCY 504, and LTCY 505 in the fall; LITE 550 in the winter; the Master Educator Course for the Army (ID 465 and ID 470), LITE 535, LITE 537, and LTCY 505 in the spring; and LME 448, LITE 508, and LITE 535 during the summer. The breadth of these courses required continued adaptability across modalities and student populations, and I worked to maintain a high level of engagement and responsiveness in each.

One major instructional highlight this year was the complete redesign of LITE 537. After going through the curricular process, I restructured the course to center on administrative uses of educational technology, with a particular emphasis on the responsible implementation of generative AI. The updated course now challenges students to engage with both the possibilities and ethical considerations of AI through applied projects and critical analysis. This shift better aligns the course with the needs of school and district-level leadership, and the student response has been positive. Many commented on the relevance and timeliness of the content, and I believe this version of the course represents an important step forward in preparing educators for the evolving realities of their profession.

Across all of my courses, I remained committed to providing clear, consistent, and high-quality feedback. While my official SITE scores remained relatively consistent with previous

years, I received a large number of student emails throughout the year that spoke to the impact of my teaching. These messages, a sampling of which is available in my portfolio, highlighted my detailed feedback, flexible support, and approachable style. I take this informal feedback seriously, and I see it as a strong indicator that students feel seen, supported, and challenged in my classes. That, to me, is one of the most important markers of success.

Throughout the year, I participated in a number of professional development activities that informed my teaching practice. These included the WKU Generative AI Conference, WKU PD Day, and multiple events connected to the Institute on AI, Pedagogy, and the Curriculum. I also attended the 44th Annual Conference on the First-Year Experience, the Educators Rising National Conference, and participated in professional learning communities focused on first-generation student success. While not every event had a direct impact on my instruction, several provided helpful context as I worked to further integrate emerging technologies and to support the diverse learners in my courses. My participation in the Libraries/LITE Professional Development Day allowed me to both share and reflect on best practices with colleagues.

Looking ahead, I want to build on the progress made this year by focusing on scalable, ethical integration of AI into coursework across programs. I am particularly interested in identifying ways to help both students and colleagues think critically about the implications of AI for education, and I believe we are only beginning to understand the scope of this challenge. I also intend to apply for a teaching innovation grant to support continued updates to LME 448, especially in its treatment of media literacy and emerging digital tools and the writing of a new OER textbook for the course. Finally, I want to continue exploring the role of AI-supported tutoring, particularly through my service work with Praxis Core preparation in the Center for

Literacy. I see significant potential here for increasing student support, particularly for those who may not benefit fully from traditional forms of remediation.

In all, this academic year has been one of consistency, reflection, and innovation. I am proud of the courses I've taught, the students I've supported, and the progress I've made. As I move into the next year, I remain committed to improving my teaching, staying current in the field, and helping my students succeed.