

## REFLECTION ON PEER EVALUATIONS

Since starting at Chico State in Fall 2013, I have had the opportunity for a number of faculty to observe and evaluate my courses. Below is a summary of my peer teaching reports.

Observation Date	Observer	Class	Overall rating
4/2/15	██████████	JOUR130	Superior
5/9/16	██████████	JOUR210	Effective
10/22/16	██████████	JOUR 210	Superior
10/26/16	██████████	JOUR130	Superior
3/29/18	██████████	JOUR322	Superior
4/10/18	██████████	JOUR130	Effective
10/10/18	██████████	JOUR210	Superior
10/25/18	██████████	JOUR322	Effective
11/7/18	██████████	JOUR130	Superior

Since I take the educational mission of the university – and my work – extremely seriously, I am flattered by the fact that my peers have never judged my performance below “effective” and have regularly viewed my work as “superior.” In general, I have received high marks for organization and preparation, which is consistent with the amount of time I spend preparing for lectures. Some of the kind comments I have received include ...

- “██████████ is a natural in front of a class. He inoffensively tries to modify (read: better) student suggestions, jokes with students and ultimately creates a comfortable and welcoming environment ideal for writing instruction.”
- “██████████ is clearly a very talented and engaging instructor.”
- “Class transitioned smoothly from task to task. Forrest’s presentation was smooth, informative and clear.”
- “██████████ researches and uses very cerebral examples and blends them well with the pop content.”
- “██████████ asked questions and had willing respondents and had a comfortable setting established. Students were engaged despite having at least 35-40 students in attendance – good interaction, students like him!”
- “Very good research backing the lecture. Easy-to-follow slides that complemented spoken lecture.”

Of course, any instructor can improve, and I am constantly striving to better myself. My peers have also rightfully noted that student technology use is often a distraction in my classes. This may be more true in the courses I teach than many others since we frequently talk about technology and use it in class for academic goals. The feedback has caused me to adjust my technology policies over time and – although I

haven't completely eliminated issues – there has been improvement. I have also received a variety of suggestions for better class workflow, for instance breaking up lecture time with more in-class activities. I have implemented many of the suggestions of my peers and have generally been pleased by the outcome.

## REFLECTION ON STUDENT EVALUATIONS

Quantitative Responses (Mean) – U Form & Sir II Overall – 2013-2018

Course	Overall	Enrollment
J322 (F/18)	4.86	20
J210-02 (F/18)	4.53	54
J210-01 (F/18)	4.28	62
J130W-02 (F/18)	4.45	30
J130W-01 (F/18)	4.19	31
J322 (S/18)	4.51	20
J210-02 (S/18)	4.06	35
J210-01 (S/18)	4.63	54
J130i-08 (S/18)	4.65	30
J130i-02 (S/18)	4.46	31
J322 (F/17)	4.62	35
J210-01&02 (combo) (F/17)	4.51	118
J130i-06 (F/17)	4.59	31
J130i-04 (F/17)	4.3	30
J322 (S/17)	4.3	13
J210-01&02 (combo) (S/17)	4.35	85
J130i-17 (S/17)	4.14	30
J130i-03 (S/17)	4.24	30
J210-02 (F/16)	4.39	50
J210-01 (F/16)	4.26	61
J130i-21 (F/16)	4.18	30
J130i-19 (F/16)	4.23	30
J210-02 (S/16)	4.36	63

<b>J210-01 (S/16)</b>	4.38	69
<b>J130i-07 (S/16)</b>	4.31	30
<b>J130i-03 (S/16)</b>	4.0	29
<b>J210-02 (F/15)</b>	4.47	83
<b>J210-01 (F/15)</b>	4.27	63
<b>J130i-09 (F/15)</b>	4.37	31
<b>J130i-05 (F/15)</b>	4.05	30
<b>J130i-15 (S/15)</b>	4.4	24
<b>J130i-13 (S/15)</b>	4.21	19
<b>J130i-11 (S/15)</b>	3.92	34
<b>J260 (F/14)</b>	4.8	10
<b>J130i (S/14)</b>	4.56	23
<b>J260 (F/13)</b>	4.00	22
<b>Average</b>	4.36	40

\*Note: Evaluations for JOUR130i during the Fall 2014 semester are not included in the chart. This is because the class was listed with a lab, and SETs were administered online. Responses indicate that some students likely evaluated the classes more than once, leading to skewed numbers. The overall ratings ranged between 3.96 and 4.44, but including them in calculations would corrupt the data.

One of the things I am most proud of during my tenure at Chico State is earning consistently strong scores on student evaluations. As an educator who prides himself on remaining student-centered, I take feedback seriously and often tweak classroom activities, curriculum and teaching methods based on my critiques. One always feels good when evaluation scores are high, as it demonstrates that much of what was planned is being executed effectively. Following are select quotes from student evaluations ...

- "This is my second class with [REDACTED] and I love how he puts so much effort into the subjects he teaches. You can always tell he is passionate about the topic."
- "One of the nicest professors I've ever had and he explains everything in a clear and understandable way."
- "[REDACTED] makes this course fun and full of information."
- "One of the most helpful instructors I've had."
- "Really great teacher. Knows his information and knows how to share it with students in a way where we get it."
- "The course definitely made me more educated on topics of journalism. It has greatly improved my writing skills. I really enjoyed this class because it challenged me and allowed me to grow as an individual and a student."
- "I enjoyed this class much more than expected. Content was very interesting paired with visuals, examples and readings."

- “Excellent class! Instructor made great connections to subject matter and our daily lives! Students were interested in content and he made us care about our learning.”

I am also humbled to say that – in 2018 – I was nominated for the College of Communication and Education’s Inspirational Professor Award. I have included a letter, noting my nomination.

Although my feedback has been mostly positive, I do take negative comments and constructive criticism seriously. Over the years, students have offered various suggestions for improving my classes and – when these suggestions seem to represent the views of many – I adjust instruction accordingly. For instance, in my writing intensives, students sometimes note that grammar lectures are presented too frequently and take too much time. Although I do believe the occasional grammar lesson is necessary, I now take pains to make these presentations snappier and more interactive.

I also get frequent comments about reading material and multimedia examples that I use in class. Sometimes these are positive. In other instances, I have students suggest material they believe can be used more effectively. Whenever possible, I work that material that into my lectures. This has made my classes more dynamic by allowing me to use media that most effectively speaks to students who are – generally – younger than me.

One thing students have consistently noted over the years is that they enjoy it when I mix lecturing with multimedia examples, including videos that reinforce whatever concept is being taught. Journalism 210 – as a class examining media and popular culture – uses this content extensively. The implementation has been so popular and effective in that course, that I have also worked multimedia into other classes. As expected, this has been successful, and it was my students who pushed me to take this approach.