

Evidence of Effective Teaching

Below is the summarization of students' evaluations from fall 2015 to fall 2021 based on the University of Houston, College Administrator Online Evaluation Stats, Measurement & Evaluation Center.

According to the students' evaluations of all the courses that I have been teaching since fall 2015, my courses' statistical means are 18% and 8% higher than that of the Department and the College of Liberal Arts and Social Sciences, respectively. According to Section 2, Common University-Wide items, my rating for question 11 (The overall teaching effectiveness of this instructor is...) was very positive with a mean of 4.37; it was 4.9% and 3.5% higher than that of the Department (4.16 mean) and College (4.22 mean), respectively. Likewise, regarding question 12 (The overall quality of this course...) for all the courses, my rating has a 4.35 mean; it was 4.2% and 4.4% higher than that of the Department (4.17 mean) and College (4.16 mean), respectively.¹ Besides, according to Section 6, Students' Comments, I have 294 positive, 75 neutral, 34 negative, and 55 not-sure comments.² These data validate the effectiveness of my pedagogical methodology throughout my teaching career at UH.

In fact, many students have recognized and highly valued my pedagogical approaches, and for others, I am one of their best professors as I have a great influence on their perspectives about life.³

Coming to the classes with a wealth of knowledge in subject studies and preparations are very crucial for me to be an effective educator, and most of my students recognize this fact.⁴ I have organized and structured the courses in folders, and the classes are already planned and laid out with the assignments preset from the beginning. The materials are always available, and there is so much information for students to choose from. I provide clear weekly assignments, including the reading responses' and discussion boards' requirements with clear explanations, guidelines, rubrics, excellent resources, and readily available of study materials.⁵ For example, in the rubrics,

¹ Appendix 8: Student Evaluation by Classes. Source: University of Houston, Measurement & Evaluation Center, *College Administrator Online Evaluation Stats*, from Fall 2015 to Fall 2021.

² Ibid.

³ Appendix 9: UH Students Evaluation, 2015–2021. 3, 12, 13, 17, 26, 27, 49, 53, 58, 59, 64, 87, 90, 91, 100, and 108. Appendix 2: Student Emails.

⁴ Appendix 8: 3, 7, 12, 16, 17, 21, 27, 34, 38, 49, 53, 59, 69, 74, 100, and 113.

⁵ Ibid., 8, 12, 16, 64, 74, 83, 87, 91, 99, 108, and 113.

I clearly define the criteria for grading students' final PowerPoint visual presentations. For example, if a student appears on a clearly recorded video with facial and bodily expressions, then they will receive 15 points. However, if they appear on the recorded video with facial expression only, they will receive 12 points.

I have created the classes in ways that students can follow easily, and they can calculate their own grades throughout the semester.⁶

For all classes, I set clear and realistic expectations regarding the weekly workloads, essays, PowerPoint presentations, grades, and others without any confusion or surprise assignments.⁷ I have also developed very informative classes that are easy to navigate by providing the required materials on Blackboard for students to learn.⁸

I have always wanted to make sure the students have every opportunity to ask questions or anything that relates to their studies. I also make an effort to keep every student in my classes moving on the same page so that they can study and work together.⁹

Students have the freedom to decide what they need to do for their work during the semester such as the weekly assignments, the analysis paper, the final papers, and others. These flexibilities allow students to do their work according to their own pace, and they let them choose their own questions, projects, and research, especially at the time while they faced tremendous challenges in every aspect of life during this Covid-19 pandemic.¹⁰

Students can select any question from the question pool they would like to respond to; they can also choose their own topics that relate generally to the subject studies to do their analysis paper and final presentation. There is not any penalty for late submissions. Usually, I don't deduct for lateness because I value the quality of the students' work over the time frame. Probably not many professors would allow their students to be late that because it is a burden on their workloads to grade the students' papers near the end of the semester.¹¹

I have also created discussion board forums, face-to-face meetings, and online meetings where students are encouraged to share and interact with one and another by freely expressing their opinions, interpretations, ideas, and knowledge of the subject studies. In the discussion board

⁶ Appendix 8: 38.

⁷ Ibid., 13, 64, 83, and 108.

⁸ Ibid., 16, 30, 39, 58, 78, 95, 108, and 113.

⁹ Ibid., 108.

¹⁰ Ibid., 16, 26, 34, 48, 49, 58, 64, 78, 99, and 108.

¹¹ Ibid., 90, and 100.

forum, after responding to a weekly question, the students have the opportunity to make comments on their friends' postings that everyone in that particular class can view and interact with. In the face-to-face and online meeting settings, I have created positive classroom environments and allowed students to continuously communicate and interact with one and another, especially during the pandemic lock-down periods, when students were encouraged to interact with their peers freely, ask questions without any fear of judgment, share their perspectives freely, practice public speaking skills in front of others, have open engagements through mini-discussions with two or more students involved and then through the entire class discussions, and others.¹² I have also facilitated the positive classroom environments for students to be engaged actively in any classroom activities.¹³

I loved to engage with the students, provide them with convenient venues to communicate effectively, respond to and quickly assist them in resolving their inquiries, problems, issues, and others. This, in turn, has helped them to smooth out the learning process. I often remind the students that I am always available to assist them in the learning process. I provide convenient venues through sending emails, texting, and calling for them to contact or raise any concern about their studying at any time. For example, sometimes students have called and texted me at midnight to ask about the assignments or other important matters.¹⁴ Sometimes, I gave some thought-provoking information to trigger students' curiosity and interest in learning.¹⁵

I also encourage the students to engage with each other and inspire them to continuously push themselves when learning without stopping in the lifelong learning process.¹⁶

With my passion for teaching, I usually make sure the students complete their assignments adequately to get good grades because my foremost perspective on education is that I am a successful educator only if my students are successful in my classes.

On the top of that, I want the students to not only acquire knowledge in subject but also get the valuable life lessons and see openings for new perspectives in preparation to be successful in real life's situations.¹⁷

¹² Appendix 8: 12, 16, 43, 78, 83, 90, 99, 108, and 113.

¹³ Ibid., 21, 34, 69, 83, 108, and 113.

¹⁴ Ibid., 3, 7, 13, 21, 26, 27, 43, 48, 69, 74, and 79.

¹⁵ Ibid., 53 and 99.

¹⁶ Ibid., 7, 43, 48, 58, 87, and 91.

¹⁷ Ibid., 8, 48, 49, and 87.

My next pedagogical philosophy is that besides guiding students to obtain adequate knowledge in class, as an effective educator, I have always demonstrated my caring for students' well-being, mental health, and study qualities, and showing compassion, kindness, and fairness towards students are also critical elements.¹⁸

As an effective educator, I always find ways to understand students' situations and then I provide accommodations for them to be successful in school. For example, a student received a lower grade on their analysis report because of having a positive Covid-19 test, and other students missed online meetings because of their family's problems during the pandemic. Due to these special circumstances, I allowed them to revise their work and to submit their recorded videos in lieu of online attendance. Another example is that sometimes I have allowed students to correct some simple mistakes so that they could improve their grades.¹⁹

Another pedagogical perspective is that, as an effective educator, I not only deliver knowledge to my students, but I also show some degree of respect and courteousness towards them, while respecting their diverse views, religions, and others.²⁰

I have created positive and humorous environments so that students can enjoy and maintain their interest in learning. With this joyfulness and interest, it is easy for them to retain studied materials and apply them in daily life.²¹

Since many students are not familiar with the Buddhist and Asian religious traditions, I encourage them to visit those religious centers so that they can have first-hand experiences and be open to new perspectives about those traditions that they might not have known before.²² As a result, students show their appreciation, interests, enjoyment, and have fun, find values, and have great experiences in learning the subject studies.²³

Evidently, six out of seventeen students in my current advance class, RELS-3396 *Mindfulness and Its Multidisciplinary Applications* of the Spring 2022 semester, are my former students, due to their love and enjoyment the effectiveness of my pedagogical methodology.

In short, this essay shows actual evidence of my effective pedagogy since the fall 2015 at University of Houston, supported by students' evaluations and their enrollments in my classes. It

¹⁸ Appendix 8: 7, 17, 39, 48, 49, 53, 58, 59, 69, 74, 83, 87, and 91.

¹⁹ Ibid., 8, 13, 17, 26, 27, 43, 49, 53, 58, 59, 69, 78, 79, 87, 91, 99, 100, 108, and 113.

²⁰ Ibid., 7, 13, 27, 39, 49, 58, 69, 78, 83, 87, 91, 99, 100, and 113.

²¹ Ibid., 3, 7, 13, 16, 39, 43, 48, 49, 53, 74, 83, 90, 99, 108, and 113.

²² Ibid., 58 and 113.

²³ Ibid., 3, 7, 8, 12, 13, 16, 17, 21, 26, 39, 43, 44, 48, 49, 53, 58, 74, 78, 83, 87, 90, 91, 99, and 108.

also strongly proves the effectiveness of my pedagogical approaches that have long term effects on students' education, life, and future career.

Appendixes

Appendix 2: Student Emails.

Appendix 8: Student Evaluations by Classes.

Appendix 9: UH Students Evaluations, 2015–2021.