

Dylan C. Beck

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Evidence of Teaching Effectiveness

Compassion, Understanding, and Helpfulness with Students

Generally, I am known at the University of Kansas for my **enthusiasm, willingness to help, and humor**. I pride myself on getting to know my students in order to better serve them and to address their individual learning needs. Particularly, I am excellent with names, and I am **respectful and inclusive** of students of different gender identities and cultural backgrounds. Each semester, I begin the class by encouraging students to answer a questionnaire in which they can share their names, pronouns, academic majors, and extracurricular interests. Ultimately, I use the information provided by those who complete the questionnaire to personalize my class.

Below are student testimonials showing that I am **accommodating, understanding, and helpful**.

“[Dylan] gave us so many opportunities to learn all the material, and I really appreciated how [he] wanted us to understand the concepts and why things were the way they were.”

“I liked [Dylan’s] workbook [of notes and problems]. It helped me prepare for all the exams.”

“[Dylan is] very helpful and accommodating.”

“[Dylan is] approachable, helpful, and patient when trying to understand the challenges of the student.”

“I really appreciated all of the workbook problems [Dylan wrote], and seeing them worked out helped me better understand the concepts.”

“The most helpful thing in lab were the worksheets we did. They always covered material and gave me more examples to practice.”

“[Dylan] did a good job! He was understanding and taught [the] material proficiently.”

Effective Communication and Organization of Course Materials

Consistently, my students have demonstrated their appreciation of my [organizational skills](#) and [engaging and effective communication](#). Behind the scenes, I spend much of my time as an instructor [creating original content](#) — such as class notes and exercises — for students to use in tandem with the common materials provided by the course coordinator.

Below are student testimonials illustrating that this practice is well-received and appreciated.

“[Dylan] explained the confusing concepts in a way which helped me understand them.”

“The structure of the class was very clear and organized. The iClicker [questions] were a good way to stay engaged but were still low-pressure because we could make up points.”

“[Dylan]’s lectures are easy to keep up with.”

“[Dylan] was a very capable teacher and helped me to learn the material the way I needed to.”

“[Dylan’s classroom] provided a good place to get clarification on confusing topics.”

“[Dylan] did a great job with [Calculus 1], and I certainly learned more in [his class] than in the lecture.”

“[Dylan] adapted well to the disruption in schedule from snow days. A lot of the content that [sic] I feel was taught well, especially being out of school for six years.”

Engagement and Lasting Impact on Students

I aspire to create a learning environment in which students feel comfortable to ask questions, make comments, and engage with the materials and others. Using a **flipped classroom** method, I can achieve this by taking a **relaxed and conversational approach** to course meetings.

Below are student testimonials that support the lasting impact this environment has on students.

“[Dylan] gives [us] time to write every word he says, and that helped me stay engaged.”

“[Dylan] was my favorite teacher my first semester at [the University of Kansas].”

“[Dylan is] the best, and [he] made math slightly more enjoyable.”

“[Dylan] was awesome to work with during a pandemic.”

“[Dylan is] a great instructor.”

“I loved [Dylan’s] Spotify playlist.”

“I really enjoyed [Dylan’s] woodchuck [joke] introduction to the class.”

“[I] enjoyed [Dylan]’s enthusiasm.”

Explicit Data from Student Surveys

Below are data from recent courses I have taught. Each category is rated on a 0-to-5 scale; higher numbers indicate that students more strongly agree with each prompt. Compare my ratings at the top of each cell in red against the departmental average at the bottom of each cell in parentheses.

Please note that over time and a variety of courses, I have outperformed the departmental average.

Consistently, I have garnered above-average marks regarding respect and understanding of students, but I have also grown in recent years to exceed the department in several categories associated with student acquisition of knowledge, organization, encouragement, and supportive involvement. I believe that this is due in large part to my increasingly pedagogical approach and

teaching skill. Even more, the data below demonstrate that I understand how to successfully reach a broad range of students across different populations and skill levels with objective results.

	Course			
Criteria	Calculus 3, Fall 2019	Precalculus, Spring 2019	Calculus 1, Fall 2018	Intro to Topics in Mathematics, Summer 2017
Students acquired the knowledge of skills that the course promoted.	4.46 (4.25)	4.38 (4.20)		
Content and materials were useful and organized.		4.46 (4.35)		4.50 (4.30)
The instructor was encouraging, supportive, and involved in learning.		4.46 (4.35)		4.50 (4.35)
The instructor set and met clear goals and objectives.				4.50 (4.30)
The instructor was available, responsive, and helpful.				4.67 (4.45)
The instructor respected students and their points of view.	4.60 (4.55)		4.58 (4.50)	4.67 (4.55)
The instructor's teaching was clear, understandable, and engaging.		4.08 (4.00)	4.03 (3.85)	

Teaching Awards

finalist, Florence Black Award for Excellence in Teaching, May 2021

Course Evaluations

Dr. Daniel James evaluated my Calculus II course in the Fall 2020 semester. Below are the assigned scores he gave to my teaching as well as the scale with which they were measured.

Content and Knowledge

	not observed or not applicable	more emphasis needed	accomplished	accomplished very well
Demonstrated command of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Presented material appropriate to the course goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Presented material at an appropriate level for the students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Organization

	not observed or not applicable	more emphasis needed	accomplished	accomplished very well
Useful introduction to course	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear instructions for navigating course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Presented topics in a logical sequence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Grade book organized well and updated regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Interaction

	not observed or not applicable	more emphasis needed	accomplished	accomplished very well
Is available to students outside of class (e.g., regular office hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Actively encouraged student questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Responded appropriately to student questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Provided adequate feedback on assignments and exams	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GTA's major strengths as demonstrated in this observation

Spotting error patterns in your students as a whole. You always gave the best responses when asked what were the most common mistakes among your students, and this means you're thinking critically about your students' shortcomings, giving you the best opportunity to make your instruction student-centered.

References

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