

Teaching self-evaluation, 2020

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In 2020, I taught Introduction to Philosophy (08, 201), Introduction to Logic (06, 201, 501), and Business Ethics (201). All of these courses, except for the Meridian section of Introduction to Logic, ended up, one way or another, being online. This evaluation is organized by theme rather than by the individual courses that I taught.

1. In general, the Starkville and Distance Education courses went well. The online versions of Intro to Philosophy and Intro to Logic are pretty well developed, although I am continuing to edit the content and add videos.
2. During the S20, F20, and S21 semesters, I have been continuing to develop the online Business Ethics course, which has meant transitioning the content as quickly as possible from my classroom version of the course to the online version. In the F20 course, even though all of the readings were non-technical, I think that the cumulative effect of reading a journal article each week was a little too demanding for this online course (although, given that they are all non-technical articles, I think that they work fine for a classroom course). So, for the S21 semester, I replaced some of them with a book that is written for a general audience (Sandel's *What Money Can't Buy*). Potentially, this will give the students material with which they can more easily engage.
3. During 2020, especially over the summer and in December, I continued to develop the logic textbook *forall x* (<https://github.com/loighic/forallx-msu/raw/master/forallx-MSU-letter.pdf>). Given that I use it primarily for online classes, it has to provide explanations that might otherwise be conveyed in a classroom, and it's coming along in that regard. Moreover, since it is free, using it has created a considerable savings for students. (Most of my colleagues in Starkville use a textbook that costs \$116, and so, by that measure, during 2020, my 95 students saved \$11,020.)
4. I also, in 2020, began creating videos for Introduction to Philosophy and Business Ethics that are, essentially, me just reading the article aloud with some occasional parenthetical remarks

(e.g., <https://www.youtube.com/watch?v=2UMQMVObLm8>). Prior to this, my approach to videos had been to make short ones that focus on one or two items that might be best explained with a video (and I still do that in the videos for my logic course). But, last January, I got the idea for videos of just reading from Michael Wesch at Kansas State University (<https://www.youtube.com/watch?v=D7vooDcxUaA&t=512s>). I don't have much evidence yet about how effective these videos are, but they have at least a couple of strengths. First, some percentage of our students probably are aided by reading along with me. And second, these videos can include a little bit of teaching and help with the text, but they don't replace the text with just an explanation of what is contained therein, which I don't like doing.