

## Teaching self-evaluation, 2021

Gregory Johnson

In 2021, I taught Introduction to Philosophy (08, 201), Introduction to Logic (05, 201, 501), and Business Ethics (201). Except for the Business Ethics, all of these courses were either synchronous or asynchronous online courses.

1. The sections of Intro to Logic that I taught in 2021 went well. In addition to the textbook (see right below), I'm continuing to develop the assignments and videos (e.g., <https://youtu.be/Pk-9t1jCBgM>, [https://youtu.be/\\_BmE4798eKo](https://youtu.be/_BmE4798eKo)) for this course. Teaching both synchronous and asynchronous online sections in the fall allowed students in the asynchronous sections to join the class meetings when they felt like doing so would be useful, and some did just about every week. Also, outside of the class meetings, the asynchronous students were much more comfortable meeting by Webex than they were before the pandemic, which made it easier to meet with and help students.

During 2021, 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.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 (or can be purchased for a nominal amount if a student wishes to have a hard copy), 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 2021, my 74 students saved \$8,584.)

2. The synchronous online Intro to Philosophy course that I taught in the spring of 2021 was the first time that I did a fully online synchronous course. It went well, although there was room for improving the delivery and the student engagement. (The synchronous online logic course that I did in the fall of 2021 was better, although that was a smaller class.) In any case, I think that I'm well prepared to offer a good synchronous course to a class of about 20+ students, and given the enrollments in Spring 2021 and 2022, such a course looks feasible going forward. I am also continuing

to develop three chapters that I use in this course ([https://loighic.github.io/projects/2\\_project/](https://loighic.github.io/projects/2_project/)). Potentially, those chapters could soon begin to take shape as a short book manuscript.

3. The Business Ethics course that I taught in the fall of 2021 went fine, albeit somewhat unremarkably. I need to make some adjustments so that the students are better prepared to write decent papers at the end of the semester, but otherwise, they did pretty well. Throughout the semester, I allowed them to be in the classroom (where I always was) or to join the class meetings via Webex. Occasionally, when a student couldn't make it to campus, he or she used Webex. The students also took the midterm and final exams on their own time using HonorLock. So, this course seems to be working well as a classroom course with some online features.