

Joel Evans



6365 Youngstown-Hubbard Road, Hubbard, Ohio 44425

joelmarkevans@gmail.com

330.307.1325

TEACHING PHILOSOPHY

As an educator, I strive to fully understand each of my students, using a humanistic approach to education. Students who choose to further their education by seeking an advanced degree, as Maslow puts it, are motivated to self-actualize. Since we don't live in a vacuum, however, lives and circumstances are always changing. I structure my courses to give students flexibility, support, and compassion, while also maintaining rigor and high expectations. Because I believe that all students in my classroom are basically good and are wanting to make themselves better, I encourage them to adopt a growth mindset. If they work hard and make their schoolwork a priority, they will learn from the challenges they encounter.

I make every effort to cultivate an atmosphere for active learning with authentic learning experiences. Over the past 10 years, I have worked with a new local business or non-profit organization every semester in almost every class. By working with a real client who wants to see real outcomes, students gain the opportunity to apply their knowledge through these unique hands-on projects. In all my classes, I make a strong direct connection between theory and industry. I work through Bloom's Taxonomy of Higher Learning by initially covering foundation material (remembering and explaining basic concepts), building knowledge with hands-on assignments (applying information in new situations and drawing connections), and concluding the semester with a client-based culminating project (creating new original work). My goal is to give all my students the opportunity to engage in meaningful work in all my classes.

I use a variety of formative assessment tools to measure student learning throughout the semester. Many days include a low-stakes quiz on current material, so I have a pulse on the class and their understanding of the current content. Additionally, I use smaller scaffolded assignments that build into a complete final project. Many of my courses culminate in a client-based project as a tool for summative assessment, utilizing professional oral and written communication. Although students cannot resubmit a final project, I still provide feedback for personal growth.

Students have repeatedly reported on my course evaluations that my passion for business education is inspiring and contagious. I believe that my positive attitude sets the tone for the course and each class day. Over the past few years, I have also incorporated mindfulness exercises during the week that encourage students to be engaged and present with the time we are together in the classroom. By starting class with a one or two-minute breathing exercise, students are more focused and ready to work together. This past year, I have received messages from alumni thanking me for teaching them mindfulness techniques that they continue to practice in their personal and professional lives.

In summary, I take a very holistic approach aimed at teaching the whole student. When a student has the appropriate tools in an atmosphere built on mutual respect, it is easier for students to engage in active learning in the classroom. I want all my students to succeed in their personal and professional endeavors. By equipping my students with tools and knowledge in class, I believe they will be fully prepared for the workforce or graduate school.