

KATHARINE HANSEN

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QUANTITATIVE SUMMARY OF TEACHING EVALUATIONS

All sections are Business Communication class except as specified.

Semester	Section	Teaching Effectiveness Ranking (out of 5)
Fall 1996	01	4.50
Spring 1997	01	4.32
Spring 1997	02	4.04
Spring 1997	30	4.65
Fall 1997	01	4.33
Fall 1997	02	4.32
Spring 1998	01	4.12
Spring 1998	02	4.33
Spring 1998	30	4.61
Fall 1998	01	4.46
Fall 1998	02	4.62
Fall 1998	30	4.42
Spring 1999	n/a*	n/a*
Spring 1999	n/a*	n/a*
Spring 1999	n/a*	n/a*
Fall 1999	01	4.14
Fall 1999	02	4.67
Fall 1999	30	4.04
Spring 2000	n/a*	n/a*
Spring 2000	n/a*	n/a*
Spring 2000	n/a*	n/a*
Spring 2004	Separate document <i>Teaching Evaluation – Katharine Hansen</i> available on request	
Fall 2005	01	4.04
Fall 2005	02	4.17
Fall 2005	03	4.36
Spring 2006	01	4.24
Spring 2006	02	4.09
Spring 2006	30	4.50
Spring 2006	Entrepreneurial Seminar	4.46
Fall 2006	01	4.25
Fall 2006	02	4.36
Fall 2006	03	4.36
Fall 2006	Entrepreneurial Seminar	4.41
Spring 2007	01	4.18
Spring 2007	02	4.78
Spring 2007	30	4.47
Spring 2007	Principles of Management	5.0
Spring 2004	See below: <i>Teaching Evaluation – Katharine Hansen</i>	

*Records for these semesters are unavailable.

Teaching Evaluation – Katharine Hansen

BN399: Prince Entrepreneurial Studies Seminar Spring 2004

Background

I asked Kathy to teach this course on very short notice, approximately three weeks before the beginning of the term. Because our senior professor originally slated to teach the course was unable to fulfill his responsibilities and the course was fully enrolled, I needed an instructor with proven teaching skills and reliability. Kathy was a logical choice because she clearly loves teaching and, as an added bonus, is an accomplished entrepreneur in her own right.

An integral component of our endowed Prince Entrepreneurship Program, the course is intended to be a “speakers course” that provides students with opportunities to interact with and learn from successful entrepreneurs. The role of the course instructor, therefore, is quite different from that of the traditional classroom teacher. Kathy’s key responsibilities were to design course requirements (and “deliverables”) and facilitate class discussion to ensure students achieved learning objectives – learning from successful entrepreneurs, assessing entrepreneurship as a career choice, and understanding the key success factors of new venture creation..

Innovative Course Design

Kathy created a comprehensive and detailed syllabus to communicate course expectations and guide students’ learning experiences. Traditionally, students have been required to create teams and assume responsibility for hosting entrepreneurs’ visits, but Kathy designed two pedagogical innovations to enhance the course – introduction of a journaling assignment and use of a popular television show as a supplemental “text”.

Introducing the journaling assignment was ideal for this course. Criticisms of the course in previous semesters center on the notion that students like to listen to entrepreneurs’ stories yet do not fully reflect on what it means to be an entrepreneur and whether an entrepreneurial career makes sense for their own lives. The reflection opportunities afforded by journaling are key to achieving course objectives.

From speaking with several students in the course and monitoring the course’s discussion board, I understand that Kathy’s journaling innovation was successful for two key reasons. First, she provided clear guidelines for students, specifying her expectations for each entry in ways that would spur their reflections. The students appreciated not having to play a guessing game to determine what their instructor was seeking in the assignment. Second, Kathy provided extensive feedback to facilitate their learning from the journaling exercise. Many students commented on the amount of time she must have devoted to reading their entries and probing their thinking processes. Even students with previous journaling experience remarked that Kathy’s feedback was instrumental in helping them to learn from the guest speakers and hone their reflective thinking skills.

Donald Trump’s “The Apprentice” was also a great addition to the course experience. Students responded well to watching the show as a course requirement. Further, the show bridged job seekers and one of the world’s most famous (infamous?) entrepreneurs, and as such was a smart way to link Kathy’s research interests with the traditional domain of the course. Top-rated business schools throughout the country were making headlines by incorporating Trump’s show into their courses, yet Kathy was the only instructor at Stetson who saw its potential as a learning tool. Students’ written evaluations of the course referenced the show as one of the most beneficial learning activities of the term.

Effective Student Interaction

The bulk of the learning in this course took place in the presence of the guest entrepreneurs, through student’s reflective journals, and on an electronic discussion board. In each of these activities, Kathy demonstrated her commitment to students and their learning outcomes. She established a high level of interaction among the class to enable students to learn from themselves, their peers, guest speakers, as well as their instructor.

Kathy managed the discussion board quite effectively. She initiated threads, monitored student postings on a regular basis, and asked probing questions to elevate discussions as needed. The discussion board clearly demonstrates Kathy's effectiveness as a communicator and class facilitator.

Kathy used a student-friendly, casual tone in all of her postings. Many students commented about how free they felt to provide criticism of the course through the discussion board threads. It was clear to them that Kathy saw herself as a fellow learner throughout the course experience. She invited constructive feedback, remained open to students' suggestions, and worked to adapt the course to meet student needs throughout the semester. Kathy's ability to adapt her communication style to her student audience succeeded in building trust in the learning environment. Even as she told students that she had enabled the system to allow anonymous postings, no students chose to post their feedback anonymously. This fact alone speaks to the rapport Kathy established with the diverse group of learners.

Overall Course Effectiveness

Student comments, written evaluations, and my own observations indicate that Kathy did a good job with the course. She designed the course ambitiously, adding more rigor than in previous semesters, and worked closely with the students to facilitate greater learning. In our discussions, we have noted two areas for improvement as she continues to explore and refine experiential pedagogies.

First, there appeared to be some repetition between topics covered on Blackboard and those addressed in the journals. While reinforcement of concepts can certainly be effective for longer-term retention of course materials, such repetition may have moderated students' participation in both forums. Looking ahead, I see value in more finely differentiating the two elements of the course. One idea is to retain control over the nature of required journal entries yet encourage students to assume full responsibility for initiating threads on the electronic discussion board. Students then would bear the burden of creating new learnings in the electronic forum and avoid repetition with journaling topics.

My second suggestion is geared specifically to Kathy's teaching this particular seminar course. I think she may have allowed herself to be intimidated by the students. She wanted more in-class discussion of the speakers and texts, but the students insisted on diverting much of the discussion to their journals and the discussion board. My suggestion is for Kathy to share more of her own entrepreneurial success story with students early in the term. Doing so might build her confidence for mentoring would-be entrepreneurs, strengthen in-class discussion, and add a more personal touch to the course.

In sum, I am pleased with Kathy's teaching performance, appreciate her willingness to take on a "new prep" on such short notice, and look forward to her teaching management courses for us in the future.

Monique Forte – Chair, Department of Management – June 14, 2004