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EVIDENCE OF TEACHING EFFECTIVENESS

Included in this document are sample course descriptions, a list of courses taught, and evaluations from my students and faculty observers in my classroom. A digital teaching portfolio, including my teaching philosophy, evaluations, sample lessons and activities, and a summary of all my teaching experiences, can be found online at hayleyhoffman.weebly.com.

SAMPLE COURSE DESCRIPTIONS

In the Neighborhood (Governor's Scholars Program, 2023)

In *Kindness and Wonder*, Gavin Edwards proposes that Fred Rogers was more than just a children's television host—he was a revolutionary whose radical kindness and empathy changed the lives of millions. Framed by this book, we will discuss and explore the legacy of Mister Rogers and his famous neighborhood. How can we take the simple lessons from Mister Rogers' show and apply them to our lives? How can we be good neighbors, living in service of others? How can we become the best possible versions of ourselves? Throughout the summer, we will undertake activities that help us to embody Edwards' "Ten Ways to Live More Like Mister Rogers," from being kind to strangers to loving our neighbors in the GSP community.

Journalism: A Very Short Introduction (Governor's Scholars Program, 2023)

In today's world, anyone can act like a journalist, sharing content instantly across a variety of platforms. But if anyone can do it, why should we learn the principles of journalism? What does a journalist do that sets them apart from the everyday content creator? Using *Journalism: A Very Short Introduction* as a guide, scholars will examine the past, present, and future of journalism, learning about both the core elements of the field as well as the dynamic ways new media pushes the field forward. Each week, scholars will work on different teams of their choosing—writing, podcasting, photography, or videography—that make use of both old and new storytelling formats to document their experiences in the GSP community. Together, these teams will produce a weekly online newspaper that will be shared with the campus.

Tomorrow is a Place We Are Together (Governor's Scholars Program, 2022)

As we approach the end of the COVID-19 era, we are coming to realize that we are more isolated and disconnected than ever before. How, in the post-COVID world, can we reconnect with others? How can we build meaningful communities? Framed by Casper Ter Kuile's *The Power of Ritual*, we will examine what constitutes a ritual and how we can enact secular rituals in our everyday lives to connect more deeply with ourselves and others. Together, we will go through Ter Kuile's four rituals of connection—connecting with self, connecting with others, connecting with nature, and connecting with transcendence—as we explore what it means to live in and be part of a community. Throughout the summer, scholars will work on projects related to the rituals present in their own lives as well as encourage our campus community at large to engage in rituals that create meaning and connection.

Talk to Me (Governor's Scholars Program, 2022)

While writing, journalists regularly conduct a series of interviews to flesh out details in and to give color to their stories. But beyond answering the Five Ws, what can interviews tell us about the lived experiences of those in our community? How can interviews reveal each source's personality and humanity? How can we use audio recording software to document each source's story and preserve it for posterity? Using *Talk to Me* as a guide, scholars will use audio journalism and podcasting to document the GSP experiences of those in our campus community. Each week, scholars will work together to produce a new edition of their campus newspaper with an audio journalism focus, using weekly podcast episodes and short audio interview clips to inform their audience using a new medium.

Originals (Governor's Scholars Program, 2021)

What is originality? What does it mean to be an original? This course will examine the concept of originality and how we can all strive to be more original in our own lives. Framed by Adam Grant's *Originals*, we will discuss the originals of past and present and examine what sparked their original ideas. We will try our hand at artistic and entrepreneurial activities as well as examine patent designs and other original concepts to fuel our discussions. Throughout the summer, scholars will work on projects that showcase their own originality and encourage others to be original in their daily lives.

The Influencing Machine (Governor's Scholars Program, 2021)

How does the media influence our society? How does the media shape the narratives we tell about ourselves and our world? Using *The Influencing Machine* as a guide, scholars will explore how societies are shaped by all forms of media, from newspapers to television broadcasts to social media. They will also try their hand at influencing and shaping the narrative about our GSP community by publishing their own online newspaper in two teams, made up a new group of journalism/mass media scholars each week. These teams will work both with and against each other to break news and draw in readers of their weekly paper. Sample work from this class can be found at thegspaper2021.weebly.com and thecentrecentral.weebly.com.

Digital Journalism (Governor's Scholars Program, 2020)

In our increasingly digital society, journalists have migrated their content from physical print to online publications. How has that change in format revolutionized the field of journalism, in terms of story format and job description? What does digital journalism look like? How does it differ from traditional journalism? What platforms do journalists use to publish content digitally? How have these platforms been used to document the COVID-19 pandemic?

Using Bill Kovach and Tom Rosenstiel's *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect* as a guide, students will use photography, videography, podcasting, and blogging platforms to document their Governor's Scholars experience as it is impacted by the COVID-19 pandemic. They will aim to address all of Kovach and Rosenstiel's ten elements, from journalism's obligation to the truth to keeping the significant interesting and relevant, through their work; in doing so, they will learn how to transform "traditional" reporting into digital journalism. Among the stories they will produce are a photo story from their individual quarantine experiences pre-GSP, a podcast exploring the impact of COVID-19 on GSP, a video documenting a day in the life of this summer's Governor's Scholars, and a written

feature on the life of another journalism/mass media student. Sample work from this class can be found at thegspaper2020.weebly.com.

Community Journalism (Governor's Scholars Program, 2019)

Many students who want to pursue a career in journalism often envision themselves working in the fast-paced newsrooms of large newspapers like *The New York Times* or *The Washington Post*. What these students don't often realize, however, is that there is great value in reporting community stories for local papers. Students in Community Journalism will be introduced to a myriad of journalistic writing styles and story reporting modes before ultimately examining the importance of community journalism in the surrounding area. During the first week, students will learn the principles of journalism and the importance of the First Amendment to the field. The second and third weeks will provide an overview of various reporting styles (e.g., arts criticism, sports journalism) through guest lectures and field trips as well as opportunities to practice writing in these styles. The fourth and fifth weeks will fully immerse students in the campus and surrounding communities, visiting the newspapers and other news agencies. Throughout the class, students will work in groups to produce a series of multimodal stories about their community. Sample work from this class can be found at thegspaper.weebly.com.

A Child of Books (Governor's Scholars Program, 2019)

What stories did you enjoy when you were a child? How do the stories we read and that are read to us shape the people, readers, and scholars we become? Through our studies, students will examine the importance of contemporary and classic children's literature in the development of children as well as the creation of communities of readers. We will begin by examining concept books, exploring the ways in which the foundational ideas of our world (e.g., colors, numbers) are taught to children. Then, we will study Caldecott medalists and, more specifically, how librarians and educators determining the most important books for young readers impacts what books those readers encounter early in their lives. We will conclude our studies by turning toward books of historical and political importance, analyzing why children's books have come to be more politically progressive over time.

In addition to studying literature, students will also be encouraged to reenter a childlike state and engage in times of structured play to explore the world of childhood. Students will revisit childhood through finger painting, Lego construction, Play-Doh making, and other activities they enjoyed as children. They will also visit a local park to both engage in a day of play as well as examine how playground structures encourage various types of play. At the end of the summer, students will share their favorite stories by reading aloud to young children at a local library as well as also design, construct, and install their own Little Free Library lending box for a local elementary school to encourage year-round book access and ownership.

COURSES TAUGHT

University of Kentucky

CIS 300 – Strategic Business Communication

Taught Winter 2023

Upper-level

Average Enrollment: 26

Max Enrollment: 26

CIS 112 – Accelerated Composition & Composition

Taught Fall 2023, Summer 2023, Fall 2022, Winter 2021, Fall 2021, Summer 2021, Fall 2020, Summer 2020, & Fall 2019

Introductory Level

Average Enrollment: 26

Max Enrollment: 32

CIS 111 – Composition & Communication II

Taught Spring 2023, Spring 2022, Spring 2021, Spring 2020, & Spring 2018

Introductory Level

Average Enrollment: 26

Max Enrollment: 28

CIS 110 – Composition & Communication I

Taught Fall 2017

Introductory Level

Average & Max Enrollment: 26

COM 101 – Introduction to Communication

Teaching Assistant in Spring 2017 & Fall 2016

Introductory Level

Average & Max Enrollment: 300

Governor's Scholars Program

In the Neighborhood (General Studies)

Taught Summer 2023

Enrollment: 19

Journalism: A Very Short Introduction (Focus Area)

Taught Summer 2023

Enrollment: 19

Tomorrow is a Place We Are Together (General Studies)

Taught Summer 2022

Enrollment: 19

Talk to Me (Focus Area)

Taught Summer 2022

Enrollment: 19

Originals (General Studies)

Taught Summer 2021

Enrollment: 19

The Influencing Machine (Focus Area)

Taught Summer 2021

Enrollment: 18

Digital Journalism (Focus Area)

Taught Summer 2020

Enrollment: 16 (8 in each week)

Community Journalism (Focus Area)

Taught Summer 2019

Enrollment: 19

A Child of Books (General Studies)

Taught Summer 2019

Enrollment: 19

SUMMARY OF EVALUATIONS

Teaching Evaluations by Students at the University of Kentucky

Mean scores: 1 = strongly disagree; 5 = strongly agree

	The instructor provided quality teaching.	The instructor presented material clearly.	The instructor responded to questions in a manner that aided my understanding of the material.	The instructor treated students with respect.	The instructor asked questions that stimulated deep consideration of the course content.	Class meetings contributed to my learning of the course content.
CIS 112 (Accelerated Comp. & Comm.) Fall 2023	4.6	4.6	4.8	4.9	4.5	4.5
CIS 111 (Comp. & Comm. II) Spring 2023	4.6	4.6	4.5	4.6	4.3	4.3
CIS 112 (Accelerated Comp. & Comm.) Fall 2022	4.8	4.9	4.9	4.9	4.7	4.5
CIS 111 (Comp. & Comm. II) Spring 2022	4.7	4.5	4.8	4.8	4.3	4.5
CIS 112 (Accelerated Comp. & Comm.) Winter 2021-2022	4.4	4.4	4.6	4.6	4.4	4.5
CIS 112 (Accelerated Comp. & Comm.) Fall 2021	4.9	4.8	4.9	4.9	4.8	4.6

CIS 112 (Accelerated Comp. & Comm.) Summer 2021	4.6	4.3	4.2	4.7	4.0	4.0
CIS 111 (Comp. & Comm. II) Spring 2021	4.8	4.6	4.7	4.9	4.7	4.4
CIS 112 (Accelerated Comp. & Comm.) Fall 2020	4.8	4.7	4.7	4.8	4.4	4.0
CIS 111 (Comp. & Comm. II) Spring 2020	4.9	4.9	5.0	4.9	4.9	4.1
CIS 112 (Accelerated Comp. & Comm.) Fall 2019	4.9	4.7	4.8	4.9	4.5	4.5
CIS 111 (Comp. & Comm. II) Spring 2018	4.9	4.9	4.9	4.9	4.9	4.2
CIS 110 (Comp. & Comm. I) Fall 2017	4.9	4.9	4.9	4.9	4.6	4.5

Teaching Evaluations by Faculty Observers at the University of Kentucky

Mean scores: 1 = problematic; 5 = excellent

	Opening of Lesson	Body of Lesson	Closing of Lesson	Teacher Presence	Verbal & Spatial Behavior
CIS 112 (Accelerated Comp. & Comm.) Fall 2021	5	5	4.6	5	5
CIS 111 (Comp. & Comm. II) Spring 2021	5	5	5	5	5
CIS 112 (Accelerated Comp. & Comm.) Fall 2020	5	5	5	5	5
CIS 111 (Comp. & Comm. II) Spring 2020	5	5	4.6	5	5
CIS 112 (Accelerated Comp. & Comm.) Fall 2019	4.3	5	4.6	5	5
CIS 111 (Comp. & Comm. II) Spring 2018	4.6	5	4.3	5	5
CIS 110 (Comp. & Comm. I) Fall 2017	5	4.4	4	5	5

**Qualitative Written Evaluations by Students at the University of Kentucky
(forms available upon request)**

“Incredibly kind and thoughtful. Listened with her entire being. Would recommend for anyone and any class. Best professor UK has to offer.”
“Dr. Hoffman was very kind to every single student and always greeted the class with a smile. Her energetic teaching made the class go by quickly and aided in the presentation of course material.”
“She is very kind, helpful, and welcoming to all students.”
“Dr. Hoffman was very informative and attentive to any question we had to ask. I also believe her to be very kind, which created a comfortable environment in her classroom.”
“She is compassionate towards students and helps them learn valuable skills.”
“She really made it feel like the class was a safe community and it became that.”
“The professor I had which was Dr. Hoffman [was the most helpful because she] created a great environment in the classroom. She was also very concise and clear about instructions and grades.”
“She gave great feedback and had positive interactions whether it was just commenting on our assignments or answering questions when we needed help.” (online student)
“Dr. Hoffman was always available to answer questions, especially through email. That is vital for an online course, as we don’t have access to in person communication.” (online student)
“Incredibly kind and thoughtful. Listened with her entire being. Would recommend for anyone and any class. Best professor UK has to offer.”
“Dr. Hoffman was extremely respectful and flexible, and was considerate of her students, more so than most professors. She is extremely welcoming, and provides a learning environment that is productive, yet fun.”
“Dr. Hoffman is lovely. You can tell she’s really invested in her students and I felt like she actually cared about me.”
“She is a very kind and positive person. Usually I don’t partake in class discussions or raise my hand to answer questions, but I felt like I could in this class.”
“SHE WAS SO SO ACCOMMODATING! She made this course so accessible to me and FUN! I enjoyed her company and I learned a lot from her.”
“She was extremely accessible which made it easier to have questions answered about assignments. She seemed motivated to help her students grow as writers and public speakers. This was helpful because it made you feel comfortable to go to her with questions.”
“I think she was considerate of the fact that public speaking is something that often makes people anxious and did a great job at making us feel comfortable speaking in front of our classmates by creating a classroom that was collaborative between students.”
“I really enjoyed having Ms. Hoffman as a teacher and she was always incredibly kind and understanding.”
“The instructor was super sweet and helpful. She was willing to review our work and give us edits before we submitted, and she answered all of our questions during class. Plus, I loved the superhero pose before presentations; I could tell she really enjoyed teaching the class.”
“My professor was very approachable and understanding. She always explained everything in detail and made sure her students understood everything before moving on. She also understood how stressed out college students are and worked with us to plan assignment deadlines.”

<p>“She herself was just kind and easy-going; she showed us that she respected us equally and gave us all the same opportunities while being understanding about assignments.”</p>
<p>“She does really well with lectures. Her lectures are short but informative. The way she structures this class is great because we have accomplished a lot but it hasn’t come with an overwhelming amount of stress. I would recommend her to everyone because she really is one of the best professors here when it comes to taking a communications class.”</p>
<p>“She is the best, by far my favorite instructor of the semester. She is very easy to talk to which I enjoy. I am never afraid to ask questions or ask opinions or even give my own.”</p>
<p>“Ms. Hoffman has been very supportive and kind to our entire class. She has done an excellent job teaching the subject and ensuring that we understand the material.”</p>
<p>“She has done very well. She presents information in a way that is easy for us to understand, and she is able to relate to us in almost every class. She is also very kind and understanding and is always willing to help.”</p>
<p>“Hayley was very understanding and helpful. My internet cut out during my final presentation, and she allowed me to record and submit my presentation. I really appreciate that kind of professor, as you don’t have control over things all of the time. I also thought her feedback was fair and helpful.”</p>
<p>“She is amazing! Definitely one of the most understanding, respectful teachers I have ever had in my life.”</p>
<p>“The instructor was kind, open, and dynamic, providing great real-world examples of class material (like videos of the different kinds of rhetorical arguments) and always being willing to shake things up to better accommodate students (like having class outside on sunny days).”</p>
<p>“I loved how understanding Hayley was. You can tell that she really cares about the well-being of her students. She also grades in a timely manner and presents material clearly. She was happy to answer any questions I had.”</p>
<p>“Hayley connects with students, is very approachable, and has tons of resources available for us to use. She also explains things very well and has all sorts of activities designed to teach us the content in engaging ways.”</p>
<p>“Hayley is an incredible instructor who is very caring and understanding towards her students and is always incorporating elements that are fun and relatable to our age group and interests.”</p>
<p>“Hayley has definitely been understanding and really structures our class well. She has managed to foster a community among people who are adjusting to college life.”</p>
<p>“She was always there before or after class if you needed help. You could just ask her and she would be willing to help you with anything, even if the question was already explained in class and you were still confused. She also always answered her emails which really helped me.”</p>
<p>“She connected with the students in both a professional and friendly way. It was easy to reach to her outside of class and she was always eager to help with any problems.”</p>
<p>“Hayley Hoffman was a great instructor that was really passionate about what she was teaching. She compelled students to become better writers and public speakers. Along with this, her enthusiasm nonetheless made the course worthwhile. She is such a kind person and an excellent instructor. A recommend from me!”</p>
<p>“She was a good and fun teacher. The criticisms of commercials were interesting and made me think about things I never thought about before.”</p>
<p>“My instructor was incredibly enthusiastic about teaching and always made sure that all of the students were well informed of course expectations. She consistently made sure that no one was feeling overwhelmed, and always made sure to express her availability and willingness to</p>

help students whenever they needed. She was very approachable and made the class very enjoyable.”
“She was always available and graded everybody fairly. She also gave good feedback on what we can improve on.”
“Hayley was a very caring individual and made everyone feel welcome in the class. I knew that if I ever had an issue I could contact her about it and she would work with me.”
“She was quick to respond to emails and answered questions in class effectively. She made class extremely interesting and fun with games that covered the content while also adding a sense of competition to the class session. She also allowed you to explore any topic that interested you on papers and gave you prompt options for presentations. She also took note of students’ interests and developed projects related to that. Her feedback on assignments was detailed, encouraging, and effectively told the students what could be improved.”
“She’s very nice, very fair, and she understands the class. The class atmosphere is great, we have good discussions and support from the classmates and from our awesome instructor, Hayley. She’s just such a great person and is so good at explaining and handling the class. We all respect her deeply and enjoy the class. She’s so great. I’m not intimidated by her. I know since she is a graduate student that she is trustworthy and has a layer of relatability and understanding that others do not.”
“She was always very kind, understanding, graded fairly and related to students well. Positive teacher-student relationships really do affect the performance of students and make them more comfortable with things like public speaking, so this was beneficial.”
“Hayley was great!!! She was so helpful and always was open to answer any and all questions. She was a teacher that truly cared for her students but also helped them grow so much in their knowledge. Anyone taking CIS in the future would be lucky to have her!”
“You were always so kind and prepared for class. I could tell you put so much thought into each lesson. I also noticed that you were genuinely excited to teach us every day. Your attitude encouraged me to do my best.”
“I find her class very engaging and she seems very passionate about what she is teaching.”
“She has been very transparent and welcoming. I like how she makes everyone feel like their contribution is valued.”
“She is amazing at connecting with students. I’m never scared to talk to her or ask her questions because she’s very fair and reasonable.”
“My instructor has done amazing. You can tell she puts lots of effort into the class, sends out ample reminders of work, and is always willing to make something work with her students if they have issues or questions.”
“She has done a great job of getting material to us on time and setting clear deadlines for assignments. She reminds us of deadlines and gets grades in fast. She has created a classroom for positive encouragement which I love!”
“She has done a good job of making the classroom feel like a safe place where public speaking feels easier because I have a connection with my peers.”

**Qualitative Written Evaluations by Faculty Observers at the University of Kentucky
(forms available upon request)**

“Hayley is an excellent instructor. Instead of just telling her students how to write in APA style, Hayley actually had her students write in APA style during class. Hayley provided examples that clearly demonstrated her expectations. Students seemed to pay attention, take notes, and enjoy the class.”
“Hayley is an outstanding instructor. Her lesson plan was well organized and included multiple opportunities for students to speak during class.”
“Hayley is an outstanding instructor. Her lesson plans are always well organized with a lot of activities. She always seems to have great rapport with her students.”
“Hayley is a gifted instructor who continues to thrive in her role. Her students praise her content knowledge, approachability, and rapport. She is a great asset to our instructional team.”
“Excellent lesson plan. There were lots of activities and several students participated in classroom discussions. Hayley did a great job connecting what she was teaching the students with an upcoming assignment.”
“Hayley is a strong instructor, as evidenced by both her classroom observations and her teaching evaluations. Her students consistently praised her attitude and willingness to help.”
“Hayley has an outstanding teacher presence in the classroom, and she really keeps the students engaged in the learning process. Hayley also does an excellent job of incorporating different tools into her lesson plan.”
“Hayley is a very strong instructor and continues to improve her teaching.”

**Qualitative Written Evaluations by Students at the Governor’s Scholars Program
(forms available upon request)**

“In this class, I learned how to be a better person. I learned ways to connect with others, to be a better listener, a better communicator, and a better friend. By learning the ways of Mister Rogers, I have developed my character to be greater than before and have learned how to take that knowledge home with me.”
“This class taught me how to love and support myself no matter what I do in life. I was able to discover my own inherent worth and dignity, and because of both GSP and Fred Rogers, I like myself just the way I am.”
“You’re the best teacher I’ve ever had and one of the coolest people I’ve ever met. You are the true original. We love you and thank you for teaching us to be confident in ourselves.”
“I am so thankful to have had you as my teacher. You are so inclusive and encouraging. Thank you for helping me find my originality!”
“I wouldn’t have had such a good GSP experience without you. You taught me who I truly am, and I’ll never forget that.”
“Best teacher, with the most fun and inspiring activities. Thank you for showing us all what it means to be original.”
“You are the best teacher ever. Your kindness and positivity truly made this class the best one.”
“I’ve always loved writing, but passion projects at school were always drowned under test preparations and routine. I never dreamed of throwing myself into a project without fear of what would happen if I failed. You showed me that it’s possible to love learning without

worrying about grades. You showed me that it's okay to be ambitious with what I want to take on—I might get more done than I ever thought possible. Thank you for that.”
“Shout-out to Hayley Hoffman for teaching an amazing journalism course. At a time where the media has left a bad taste in the mouths of some, you showed us the positive side of reporting and encouraged us to fearlessly share our encounters with the world. I am so lucky to have spent my time in your focus area.”
“Journalism has been a very influential part of my week because our teacher Hayley was so creative at combining fun with being productive.”
“A Child of Books taught by Hayley Hoffman has greatly changed the way I think about and approach child development. Never before had I realized not only how impressionable young children are, but how much the books and activities a child is involved with can change their life.”
“In my general studies class, A Child of Books, we focused on children’s literature and how they play a role in our development...This class helped me to embrace my childhood again, and it gave me a chance to give back to the Danville community through our building of our Little Library.”
“I can describe my class as rewarding. Every week we work extremely hard to produce stories, articles, photos, and videos for our entire GSP community. I love this class and all it has offered me. In addition to our ‘GSPaper,’ we are also able to learn about the different types of journalism and take field trips to demonstrate different careers available to us within this field. I absolutely love this class and all the opportunities that have been placed here for me.”
“The journalism class is a lot of fun because of all the hands-on work we do. Hayley incorporates various activities into her class that boost my interest in journalism and make me excited to come to class each day. The class has been a great learning tool in discovering my passion for journalism and love of writing.”
“Journalism is an immersive, enriching, active learning experience. We didn’t just listen to lectures about how to write—we learned through experience.”
“This class was a fun way to become a journalist. It allowed us to write stories, take pictures, and go on the job of actual events that happened on campus so we could write about them and share these experiences with the outside world.”
“The Journalism and Mass Media focus area allowed me to display my talents and abilities alongside other students from across the state. Hayley did an amazing job of fostering creativity and providing us with the resources and opportunities necessary to produce our content. In fact, it was through their hard work to prepare and our effort to perform that we were able to produce videos, articles, and interviews that connected others across campus and other Kentuckians invested in our experience.”
“My general studies class provided me with some of the most memorable experiences of my life. This was a place where everybody celebrated their weirdness and it was amazing.”
“I loved this class, because it made me think and find who I am while growing up throughout all the activities we did. I was able to find who I am and what I want to be, and it really helped me love who I am.”