

TEACHING & LEARNING PHILOSOPHY

My teaching philosophy is based on my years as both a formal student for over 20 years and as a continuing student of daily life. I am motivated to learn something new every day and I find great satisfaction in witnessing the learning of others. I believe the student is responsible for learning. It does not lie within the hands of the educator; rather, it lies within a student's mind and heart. While the decisive motivation lies within the student, a truly devoted and passionate teacher can make all the difference.

Clearly defining goals and objectives is the much-needed base for classroom success. Upon that, it is important to foster self-instruction and encourage questions while maintaining high expectations. One of the most important tools for implementing my philosophy is the syllabus. Utilizing this tool allows goals and expectations to be clear. Everything the students need to know about the mechanics of the course is detailed in the syllabus. This helps to avoid conflicts and promote effective time management. Although the syllabus acts as the guide, it remains flexible and subject to adjustment if warranted.

I believe that teachers take responsibility for the learning environment. I also believe the teacher-student relationship should display elements of a partnership; individuals working together to accomplish something with both parties learning. I strongly encourage students to interact with me on an individual level with face-to-face meetings or email correspondence. I believe developing student-teacher and student-student relationships are instrumental to creating an open learning environment.

While I may serve in the titled position of teacher or instructor, I am also a student. I expect my students to challenge and educate me. I, as many, am limited in knowledge and serve as a guide to students in their quest for answers. I encourage students to constantly question and search for answers and solutions to the many issues in agriculture, and even to anticipate potential problems.

My personal learning method and educational experiences have influenced my instructional approach and includes various types of learning methods. I consider learning to fall in two categories: basic facts and ways of thinking. Repetition is a historical approach to retaining information and is key to basic fact learning, but in a form that is unrecognizable from the surface. The utilization of texts, including journal articles, traditional textbooks, news articles, and blogs are a great way to repeat information but in different forms so as to ease retention. When lecturing, there are times for interaction and discussion in addition to the PowerPoint slides that provide visual interest and better illustrate material. In-class time consists of a mix of lectures, small-group discussion, large-group discussion, films, guest speakers, simulations, and debates.

Agriculture is also one of the topics that I believe hands-on application is absolutely integral to learning. Teachers can effectively lecture about elasticities and their formulas, but by including a classroom experiment to illustrate how consumers respond to price changes, more knowledge and a better understanding of concepts can be retained by the students. Additionally, the classroom environment may not be similar to the environment where students will be applying their knowledge in the "real world". That is why I believe application and hands-on involvement is essential for teaching and learning agricultural economics.

Evaluation is a necessary approach to understanding student progress, but I also recognize that a majority of successes come after failure and repeated attempt. While educational institutions provide a scale of evaluation, I believe the true measure of a student's success is movement on a scale of capabilities rather than total mastery.

My teaching and learning philosophy centers around the idea that if one wants to learn, they will. I want to learn and I want to teach. So, by developing classroom relationships, encouraging questions, providing resources, and guidance, I can assist students in their quest to learn agricultural economics.

EVIDENCE OF TEACHING EFFECTIVENESS

Assistant Professor, Oklahoma State University, Agricultural Economics Department, 2021- present

QUANTITATIVE EVALUATIONS

Assistant Professor Agricultural Economics & Agribusiness Department Oklahoma State University		August 2021 – present
AGEC 3423	Farm and Agribusiness Management Spring 2022	95 students Instructor Rate: 4.37
AGEC 3603	Agricultural Finance Spring 2022	49 students Instructor Rate: 4.30
AGEC 1113	Introduction to Agricultural Economics Fall 2022 Spring 2022	163 students 124 students Instructor Rate: 4.63
AGEC 1101	Agricultural Economics and Agribusiness Experience Fall 2021 Fall 2022 Fall 2021	145 students 134 students 115 students Instructor Rate: 4.43 Instructor Rate: 4.24
Quiz Bowl	Undergraduate Academic Quiz Bowl Team Fall 2022	12 students

QUALITATIVE EVALUATIONS

“Dr. Shear is an excellent professor! She made what would have normally been a boring subject fun and interesting without sacrificing any of the difficulty or quality of information in the class. She teaches things in an easy to understand way and genuinely wants her students to succeed.”

“Dr. Shear truly wanted us to succeed in her class and would often explain things in a way that people who didn't know much about economics would be able to understand. I really learned a lot in lecture and enjoyed the class.”

“Dr. Shear was everything I had hoped for in a college professor. She helped my learning experience by making it challenging but easy at the same time. She would have short quizzes to test ourselves to see what we struggled on before she would give out an exam.”

Instructor, Kansas State University, Agricultural Economics Department, 2020

QUANTITATIVE EVALUATIONS

Instructor Agricultural Economics & Agribusiness Department Kansas State University		January 2020 – May 2020
AGEC 115	Decision Tools for Agricultural Economics & Agribusiness	
	Spring 2020 Transition to Online During Covid-19 Pandemic	22 students Instructor Rate: 4.8

QUALITATIVE EVALUATIONS

“Overall Hannah did a fantastic job in this class even with all of the bumps that came along as well. She was very good at making sure everyone in class understood every step that we were doing and she took time to make sure we knew what we were doing.”

“A very understanding professor who is always willing to help in the best way possible, my personal best experience since I’ve been at K-State.”

“Professor Shear is one of the best professors that I have had at K-State so far. She engaged very well with the class and increased my desire to do well in the class as well as learn the information well. She was extremely organized and cared a lot not only about her students’ education, but also about them as people.”

Instructor, University of Arkansas, Department of Agricultural Economics & Agribusiness, 2015-2017

QUANTITATIVE EVALUATIONS

Instructor Agricultural Economics & Agribusiness Department University of Arkansas		August 2015 – August 2017	
AGEC 2142/L	Agribusiness Financial Records		
	Spring 2017	49 students	Instructor Rate: 4.87
	Spring 2017 – Lab	49 students	Instructor Rate: 4.85
	Fall 2016	57 students	Instructor Rate: 4.69
	Fall 2016 - Lab	57 students	Instructor Rate: 4.70
	Spring 2016	38 students	Instructor Rate: 4.23
	Fall 2015	53 students	Instructor Rate: 4.67
	Fall 2015 - Lab	53 students	Instructor Rate: 4.27
AGEC 3303	Food and Agricultural Marketing		
	Summer 2017 - Online	27 students	Instructor Rate: 4.57
	Fall 2016	62 students	Instructor Rate: 4.91
	Summer 2016	11 students	Instructor Rate: 4.75
AGEC 3403	Farm Business Management		
	Spring 2017	82 students	Instructor Rate: 4.89
	Fall 2016	55 students	Instructor Rate: 4.59
	Spring 2016	60 students	Instructor Rate: 4.18
	Fall 2015	58 students	Instructor Rate: 4.74
AGEC 4163	Agricultural and Rural Development		
	Summer 2017	32 students	Instructor Rate: 4.88
AGEC 2103	Principles of Macroeconomics		
	Spring 2017	86 students	Instructor Rate: 3.85

QUALITATIVE EVALUATIONS

“One of my favorite professors, she pushes her students to be better while also giving them the assistance and resources to do well in the class.”

“Great teaching techniques! Had an easy time understanding difficult material because of the way this course was taught!”

“Ms. Shear did an excellent job explaining material in a clear manner, so it was easy to understand. I went into this class without a clue about accounting, I didn’t know the difference between an asset and owners-equity, and now I have an A in the course and am in a much better place to make financial decisions as a manager.”

“Ms. Shear is extremely helpful and willing to do whatever it takes for you to understand the material. You can tell she really wants her students to learn the material and do well in the class, which is very refreshing in college when some professors don’t care if you do well or not.”