

Dylan C. Beck, Ph.D.

4100 S. 4th St., Mead Hall, Room 201 // Leavenworth, KS 66048
(913) 758-6118, x.6108 // Dylan.Beck@StMary.edu

Evidence of Teaching Effectiveness

Compassion, Understanding, and Helpfulness with Students

Generally, I am known in the Division of Natural Sciences and Mathematics for my **enthusiasm**, **willingness to help**, and **humor**. I strive to know my students in order to better serve them and to address their individual learning needs. I am excellent with their names, and I am **respectful** and **inclusive** to acknowledge the importance of a student's cultural background and gender identity. Each semester, I begin the class by encouraging students to answer a questionnaire in which they may share their names, pronouns, academic majors, and extracurricular interests. Ultimately, I use the information provided by those who complete the questionnaire to personalize content.

Below are student testimonials supporting that I am **accommodating**, **understanding**, and **helpful**.

- “[Dylan] gave us so many opportunities to learn all the material, and I really appreciated how [he] wanted us to understand the concepts and why things were the way they were. I also liked his workbook [of additional exercises]. It helped me prepare for all the exams.”
- “[Dylan is] very helpful and accommodating.”
- “[Dylan is] approachable, helpful, and patient when trying to understand the challenges of the student.”
- “[Dylan is] professional and helpful.”
- “[Dylan’s approach to teaching] improved throughout the course which is great.”
- “I really appreciated all of the workbook problems [Dylan provided for his students], and seeing them worked out helped me better understand the concepts.”
- “The most helpful thing in lab (sic) were the worksheets we did. They always covered material and gave me more examples to practice.”
- “I liked that [Dylan] would [...] explain how to do the problems until we understood it.”
- “[Dylan] did a good job! He was understanding and taught [the material] proficiently.”
- “I like how open [Dylan] was in being able to help us as the students when we were clearly going through a rough time when assignments would pile up or [near] exams.”
- “[Dylan] did listen to some student feedback, which I greatly appreciated.”

Effective Communication and Organization of Course Materials

Consistently, my students have demonstrated their appreciation of my [organizational skills](#) and [engaging and effective communication](#). Behind the scenes, I have spent much of my time as an educator [creating original content](#) (e.g., class notes, course learning objectives, review materials, and textbooks) for students to use in tandem with the common materials adopted in each course. Currently, I continue this practice, providing handouts and lecture notes for students in addition to course calendars, exam learning objectives, interactive projects, and rubrics and solutions.

Below are student testimonials supporting that this practice is [well-received](#) and [appreciated](#).

- “[Dylan] explained the confusing concepts in a way which helped me understand them.”
- “The structure of the class was very clear and organized. The iClicker [questions] were a good way to stay engaged but were still low-pressure because we could make up points.”
- “[Dylan]’s lectures are easy to keep up with.”
- “[Dylan] is a very capable teacher and helped me to learn the material the way I needed.”
- “[Dylan’s classroom] provided a good place to get clarification on confusing topics.”
- “[Dylan] did a great job [...]. I certainly learned more in [his class] than in the lecture.”
- “[Dylan] adapted well to the disruption in schedule from snow days. A lot of the content that (sic) I feel was taught well, especially being out of school for six years.”
- “I like that [Dylan] taught an (sic) higher level of critical thinking.”
- “[I like that] I was able to get more comfortable with proofs since [Dylan provided] theorems / corollaries to use as evidence.”
- “I liked learning the Excel formulas [from Dylan] because I feel like they will be helpful in the future.”

Engagement and Lasting Impact on Students

I aspire to cultivate a learning environment in which students feel comfortable and confident to ask questions, make comments, and engage with the course materials and their colleagues. I have experience toward this end using a **flipped classroom method** in Calculus I, II, and III as well as Introduction to Topics in Mathematics at the University of Kansas. Recently, in interfacing with smaller classes as an Assistant Professor of Mathematics at Baker University and University of Saint Mary, I have taken a more **relaxed and conversational approach** to class meetings in which students are guided toward an understanding using **inquiry-based learning** and **think-pair-share**.

Below are student testimonials that support the **lasting impact** this environment has on students.

- “[Dylan] gives [us] time to write every word he says, and that helped me stay engaged.”
- “[Dylan] was my favorite teacher my first semester at [the University of Kansas].”
- “[Dylan is] the best, and [he] made math slightly more enjoyable.”
- “[Dylan] is an awesome person, someone I would want to be friends with.”
- “[Dylan] was awesome to work with during a pandemic.”
- “[Dylan is] a great instructor. [He is] super chill. Killer fashion.”
- “Overall, I really loved [Dylan’s] class, and [he’s] such a W teacher! [He] truly made me very excited for college, because it’s going to be lit! Thanks so much for teaching me!”
- “I loved [Dylan’s] Spotify playlist.”
- “[I liked that Dylan played] music at the beginning of class.”
- “I really enjoyed [Dylan’s] woodchuck [joke] introduction to the class.”
- “[I] enjoyed [Dylan]’s enthusiasm.”
- “[Dylan] is a friendly TA.”
- “I liked [Dylan]; he knew what he was talking about and taught us a good way to learn things with many examples.”
- “I enjoyed how the course challenged me to think a little differently and a little harder.”

Explicit Data from Course Evaluations and Student Surveys

Below are data from courses I have taught at the University of Kansas. Each category is rated on a scale from 0 to 5 with higher numbers indicating students more strongly agree with the prompt.

course	instructor	A	C	E	G	H	R	T
Calculus III Fall 2019	DCB		4.46				4.60	
	Department average		4.25				4.55	
Precalculus Spring 2019	DCB	4.38	4.46	4.46				4.08
	department	4.20	4.35	4.35				4.00
Calculus I Fall 2018	DCB						4.58	4.03
	department						4.50	3.85
Introduction to Topics in Mathematics Summer 2017	DCB	4.5		4.5	4.5	4.67	4.67	
	department	4.3		4.35	4.3	4.45	4.55	

A: Students acquired the knowledge of skills that the course promoted.

C: Content and materials were useful and organized.

E: The instructor was encouraging, supportive, and involved in learning.

G: The instructor set and met clear goals and objectives.

H: The instructor was available, responsive, and helpful.

R: The instructor respected students and their points of view.

T: The instructor's teaching was clear, understandable, and engaging.

Teaching Awards

finalist, Florence Black Award for Excellence in Teaching, May 2021

Course Evaluations

Dr. Daniel James evaluated my Calculus II course in the Fall 2020 semester. Below are the assigned scores he gave to my teaching as well as the scale with which they were measured.

Content and Knowledge

	not observed or not applicable	more emphasis needed	accomplished	accomplished very well
Demonstrated command of the subject matter	☐	☐	☐	☒
Presented material appropriate to the course goals	☐	☐	☒	☐
Presented material at an appropriate level for the students	☐	☐	☒	☐

Organization

	not observed or not applicable	more emphasis needed	accomplished	accomplished very well
Useful introduction to course	☒	☐	☐	☐
Clear instructions for navigating course	☐	☐	☐	☒
Presented topics in a logical sequence	☐	☐	☐	☒
Grade book organized well and updated regularly	☐	☐	☐	☒

Interaction

	not observed or not applicable	more emphasis needed	accomplished	accomplished very well
Is available to students outside of class (e.g., regular office hours)	☐	☐	☐	☒
Actively encouraged student questions	☐	☐	☐	☒
Responded appropriately to student questions	☐	☐	☐	☒
Provided adequate feedback on assignments and exams	☒	☐	☐	☐

GTA's major strengths as demonstrated in this observation

Spotting error patterns in your students as a whole. You always gave the best responses when asked what were the most common mistakes among your students, and this means you're thinking critically about your students' shortcomings, giving you the best opportunity to make your instruction student-centered.

Dr. Rick Silvey observed my Probability and Statistics course in the Spring 2026 semester. Below are passages selected directly from the corresponding formal course evaluation.

- “Overall, this was a well-paced, clear, and thoughtfully delivered lecture that balanced rigor with accessibility while fostering student engagement. Dr. Dylan Beck began the class by creating a welcoming and relaxed atmosphere, playing a song recommended by a student and engaging the class in brief conversation about their weekend. When a student mentioned visiting UMKC, Dr. Beck made a personal connection by recommending the university’s [Culture Fest], helping establish rapport and a sense of community.”
- “Throughout the session, Dr. Beck employed a Socratic approach, asking guiding questions and responding thoughtfully to student input. To highlight key ideas, Dr. Beck used multiple marker colors and frequently checked for understanding. The lecture was mathematically precise and well organized, and Dr. Beck did an effective job of explaining probability theory informally without relying on formal proofs, an approach particularly well suited for students in applied mathematics.”

References

Dr. Jila Niknejad, Senior Lecturer in Mathematics
Department of Mathematics
Vanderbilt University
jilaniknejad@gmail.com

Dr. Daniel James, Assistant Professor, General Faculty
Department of Mathematics
University of Virginia
hdj4nd@virginia.edu

Courses Dylan C. Beck Is Qualified to Teach

Based on previous experience as a Graduate Teaching Assistant in Mathematics and (Visiting) Assistant Professor of Mathematics, Dylan C. Beck is qualified to teach the following courses.

- intermediate algebra / college algebra
- trigonometry / precalculus
- Calculus I, II, and III
- elementary statistics
- discrete mathematics
- linear algebra
- sets and proofs
- statics
- theory of interest
- graph theory
- number theory
- numerical analysis
- probability
- statistical theory
- ordinary differential equations
- abstract algebra
- real analysis
- complex analysis
- (algebraic) topology
- commutative algebra
- differential geometry

Generally, Dylan C. Beck is excited for the opportunity to cultivate the knowledge and skills required to teach any (computer science, mathematics, or physics) course not listed above.