

Evidence of Effective Teaching

Department of Religious Studies
Dedman College of Humanities and Sciences

In the summer of 2016 I began teaching Theology in the Contemporary Church for Southern Methodist University's Perkins School of Theology. The course was an intensive two-week course in the classroom covering contemporary developments in liberal and contextual theologies. I was invited to continue teaching the course annually in a hybrid format. After completing the 2017 section of the course one student remarked, "Professor Luckey combines his depth of knowledge with humor, making a difficult course understandable and do-able. [He] is well prepared with his engaging lectures and discussion." After taking 2019 to focus on completing my dissertation I have been invited to return in the summer of 2020 to teach Theology in the Contemporary Church and Christian Heritage I.

Following the completion of my doctoral coursework in 2017, I interviewed for an adjunct position in the philosophy department at Richland College in Dallas. I was hired to teach Introduction to World Religions that fall, and have continued teaching multiple sections of the course each subsequent semester in both classroom and online formats. Following the completion of one classroom section a student exclaimed, "professor Luckey is such [an] amazing person down to earth and is inspirational during his lectures! he loves what he does!" Another remarked, "Great professor. He's so caring, very inspirational, makes everything so interesting, and has a great singing voice! Participation is key . . . you have to read and join the discussion." I believe teaching is a privilege and a joy, so it is very meaningful when student evaluations show that I have conveyed pedagogical enthusiasm and commitment.

I have also had opportunities to assist and co-teach with SMU faculty members for courses such as Myth, Magic, and Religion Across Cultures, Race Relations and the Church, and Dallas' Houses of Worship. These experiences have afforded me the opportunity to learn from senior faculty and have their direct input regarding my pedagogy based on first-hand observance. I gleaned invaluable knowledge regarding syllabus planning and preparation, selection of reading materials, lecture organization, motivating students to engage in classroom dialogue, and useful grading methods that I am continuously cultivating.

David Luckey, Ph.D. Candidate
Religion and Culture
Southern Methodist University