



CMST 10100 3, ENGL 10800 3, ARTV 20300 3, ARTH 20000 3 - Introduction to Film Analysis - Instructor(s) Ian Jones

Project Title: **College Course Evaluation - Spring 2020**

Number Enrolled: **20**

Number of Responses: **8**

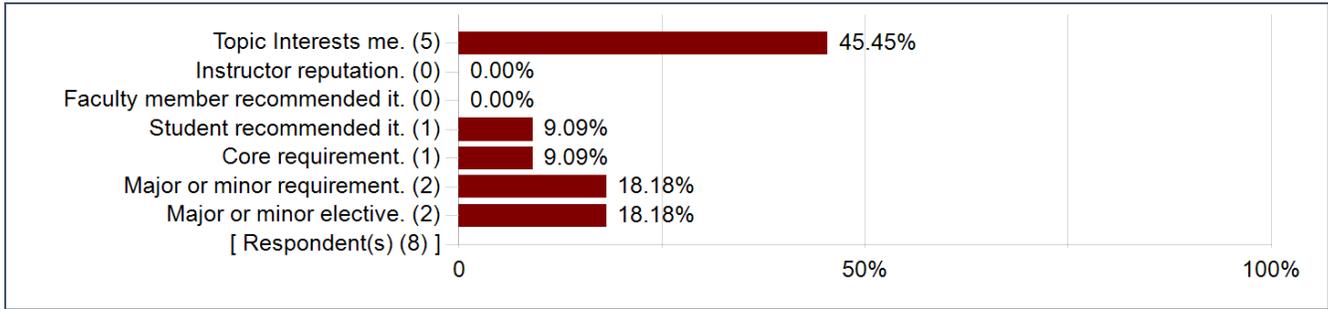
Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

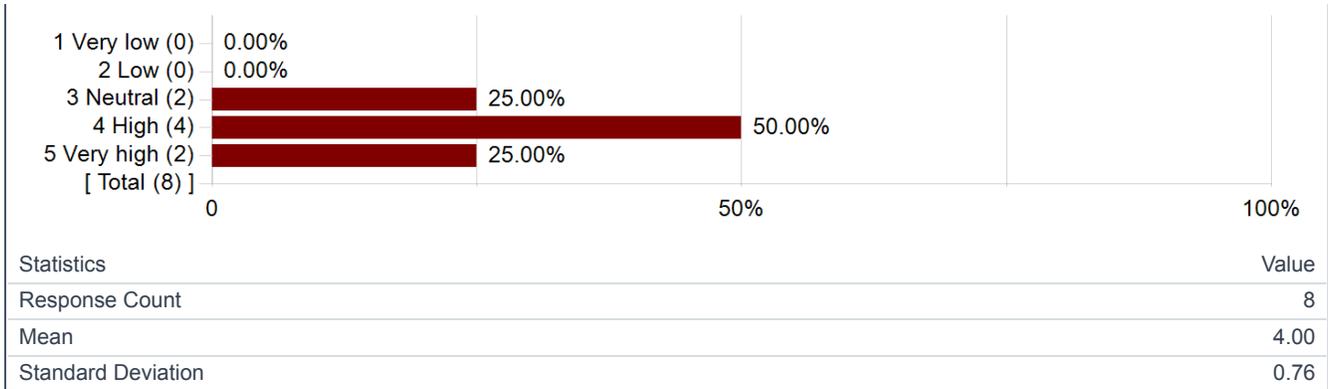
Creation Date: **Tuesday, July 21, 2020**



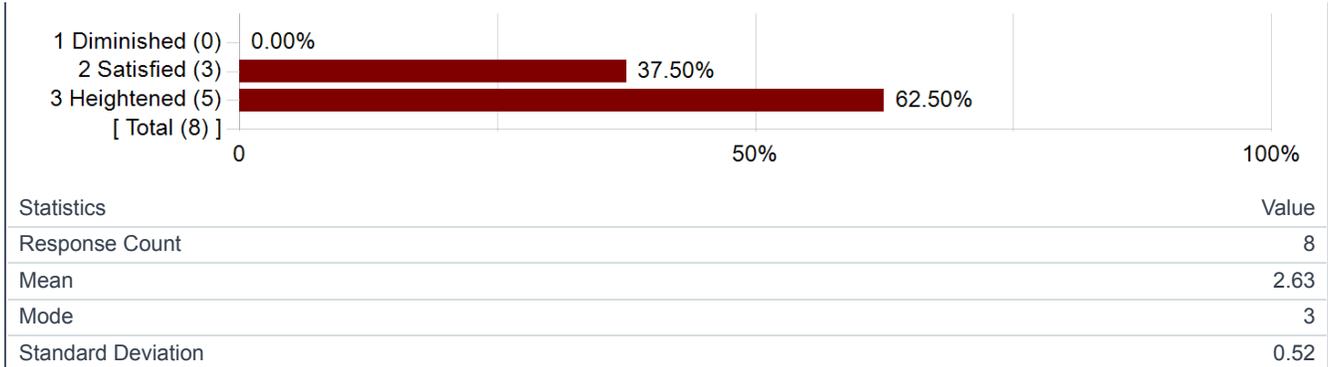
Why did you choose to take this course? (Select all that apply)



Prior to starting this class, your interest level was?



Now that this class is over, your interest is?



What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
I learned about technical aspects in Cinema and also some theory about Cinema.
I learned about the different aspects of films and how filmmakers utilize different techniques in order to create meaning for the viewer.
I learned about different styles of filmmaking.
The elements of film and basic terminology to address them.
I learned more about the technical aspects of film and how it impacts the final product. I thought it was extremely insightful and valuable for anyone with an interest in films. It definitely has affected how I will view films moving forward.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments

Pre-recorded lectures were VERY helpful and I thought the inclusion of discussion questions made them even more helpful. I liked how the discussion questions helped me understand the terms or concepts better by asking me to apply them but they were all relatively short questions and weren't graded so there wasn't pressure to be right. It made learning very natural and I thought was a really great adaptation to remote learning. In general I found the textbook readings to be helpful and sometimes the theory too.

The video lectures were very well-made and clearly explained concepts and also gave examples of those concepts being used in films.

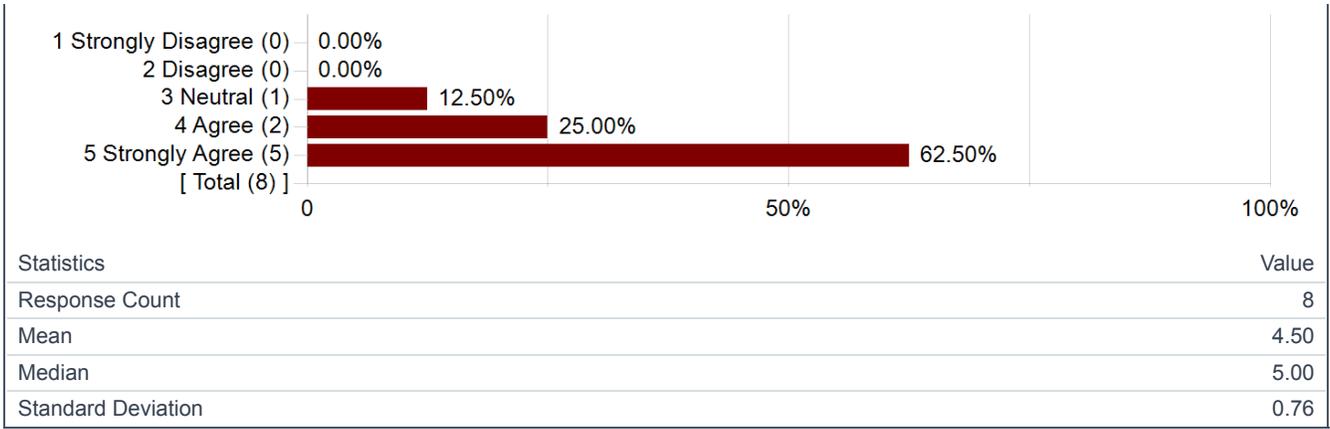
Pre-recorded lectures were the most informative for me.

Asynchronous lectures did a good job of introducing concepts and executing group work helped to solidify my understanding.

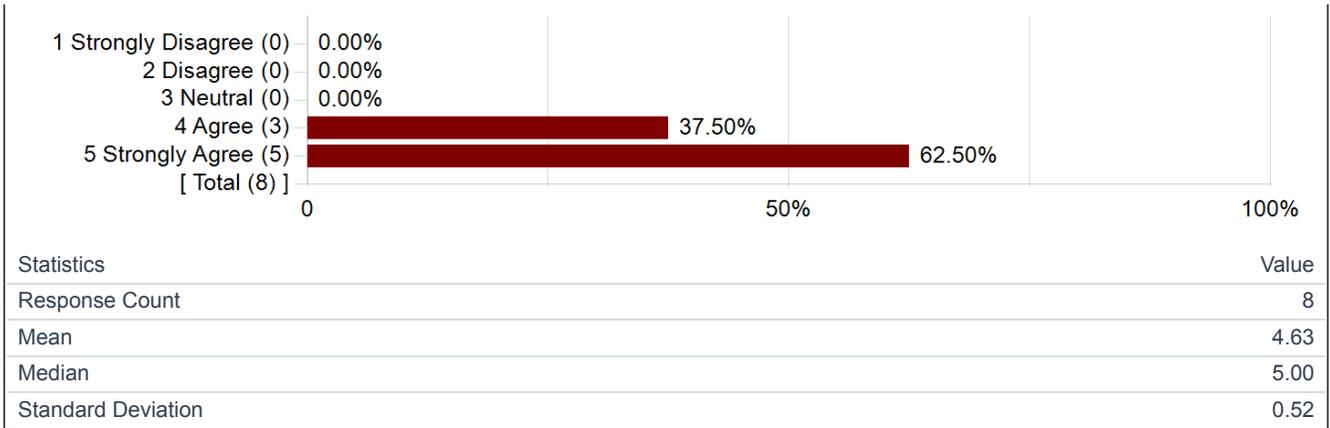
The majority of the course was through online discussions and weekly blog posts. There were also reading assignments that I would definitely recommend. Finally, there were usually one weekly lecture that was required. Overall, the course was well-balanced and organized.

The Instructor(s) . . .

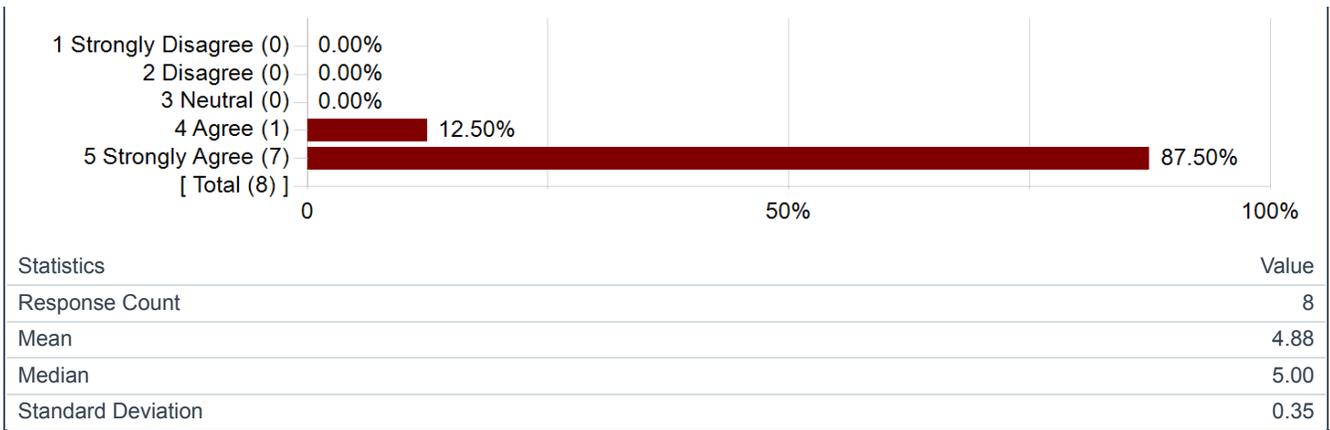
1. Provided a syllabus that allowed you to plan your learning and study time effectively.



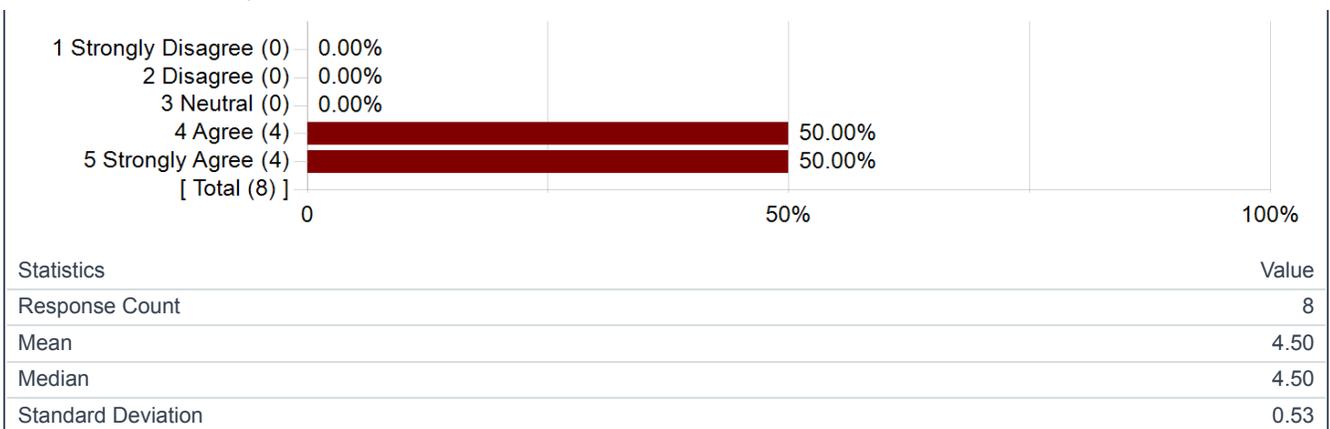
2. Explained clearly the course objectives and expectations.



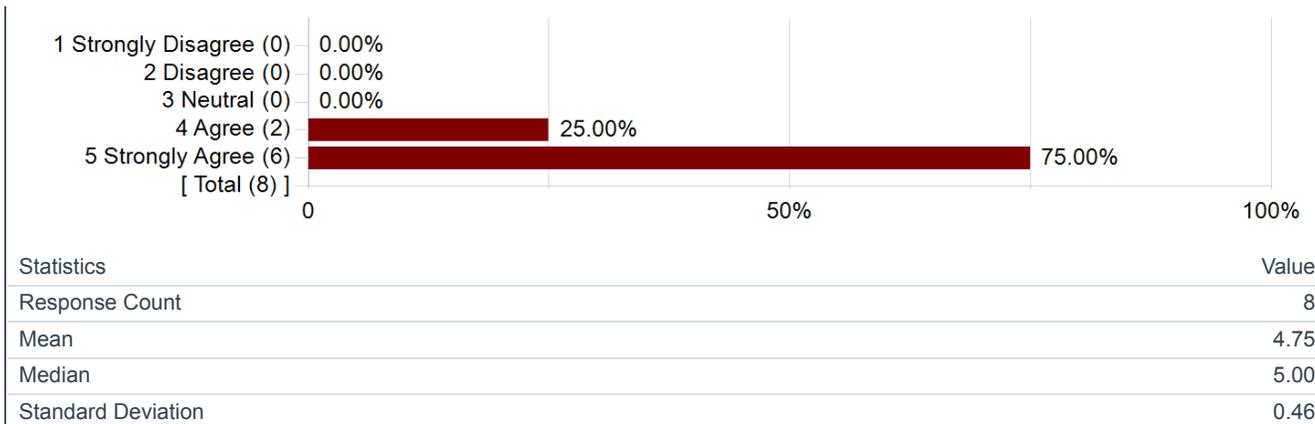
3. Stimulated your interest in the core ideas of the course.



4. Was available and helpful outside of class.



5. Overall, the instructor made a significant contribution to your learning.



What aspect of the instructor's teaching contributed most to your learning?

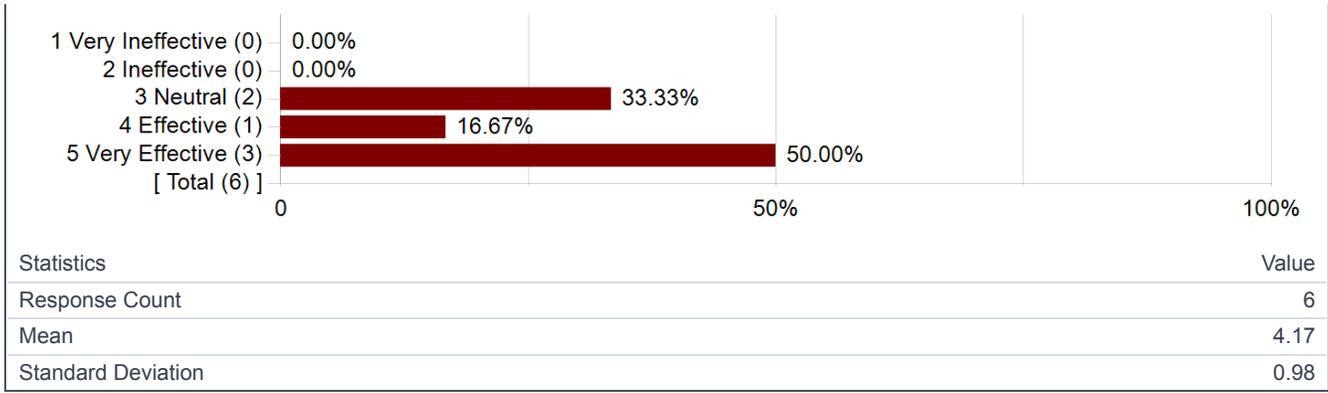
Comments
Ian is a good lecturer and is engaging in presenting the topic, the combination of synchronous and asynchronous worked out pretty well
Very good pre-recorded lectures that were clear, easy to follow, and interesting
He was very understanding and responsive. Also, his lecture style was clear and always enhanced my understanding based on the readings. In class he was good about participating but not dominating the conversation.
The lectures. They were incredibly well-made and very easy to follow.
Amazing pre-recorded lectures that did not waste any time explaining a variety of topics in depth.
The readings beyond the "textbook" outlining the history and use of film elements were engaging and pushed me to use the material I was learning critically.

What could the instructor modify to help you learn more?

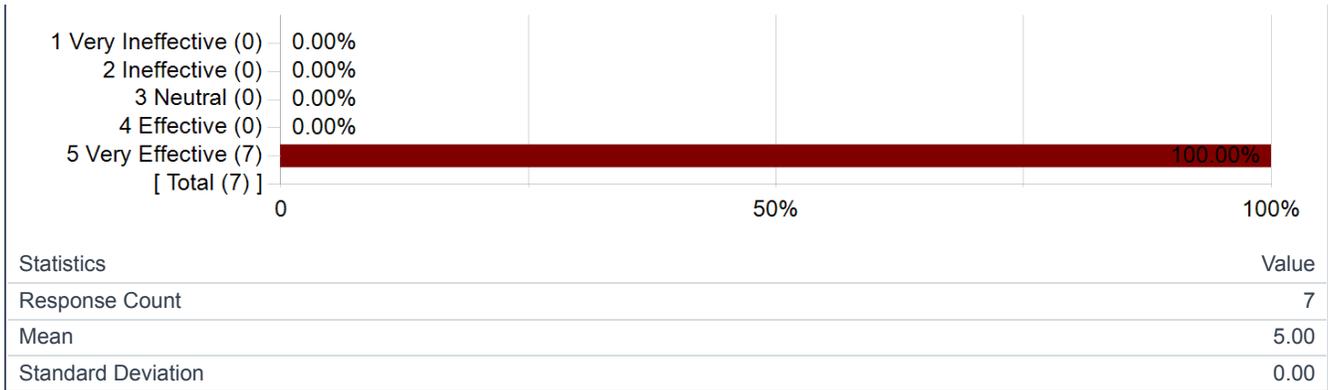
Comments
The emphasis on group work every single week was hard to coordinate remotely at times
I think assigning fewer group projects. The amount of group projects made this class pretty stressful because it was so hard to organize a group of five people every week to produce new work in addition to the readings, movies to watch and pre-recorded lecture with discussion questions. I would have preferred only doing one group project a quarter with smaller groups and each Thursday class only one group presented and the rest of the time was group discussion. A group project every week was just too much to expect of us and I found myself getting really stressed about it because of that.
I wish Professor Jones would give his opinion more on some of the films/concepts that we discussed. Other than that, I thought he was great!
Slightly more engaging thursday discussions.
I wish those readings were a bigger part of the class (we rarely engaged with them in discussion).
Professor Jones definitely is an amazing teacher! I think that possibly having more class discussions would have been helpful; however, the transition to online learning definitely complicated matters.

How effective were the different modes of remote teaching in this course?

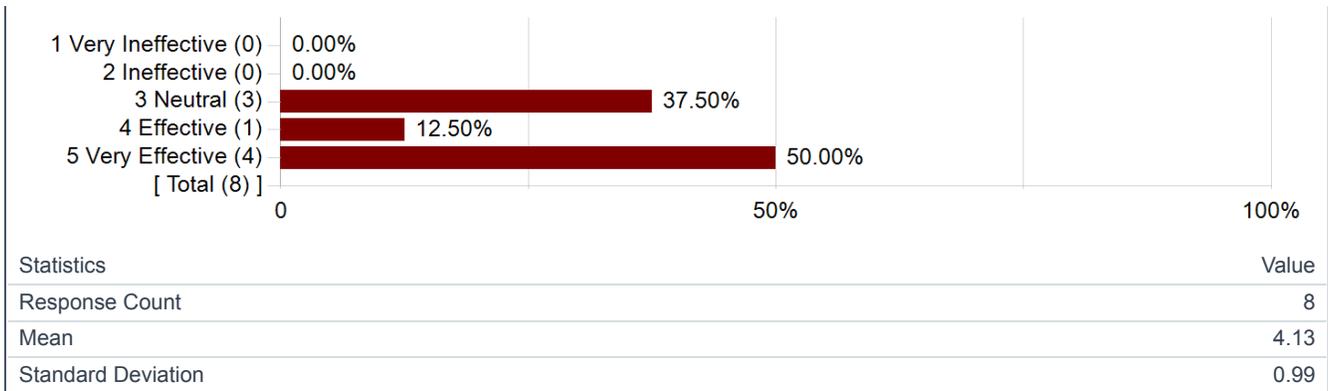
1. Synchronous Lectures



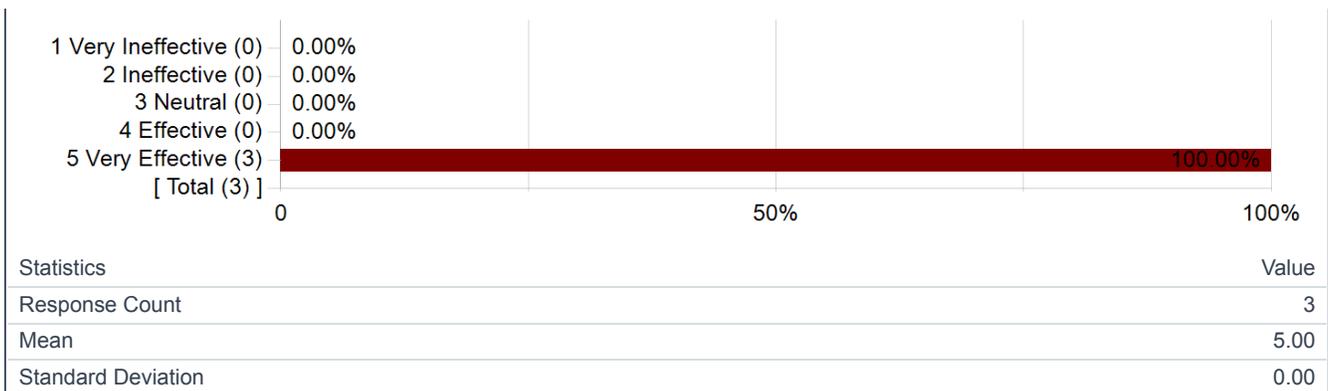
2. Asynchronous (prerecorded) Lectures



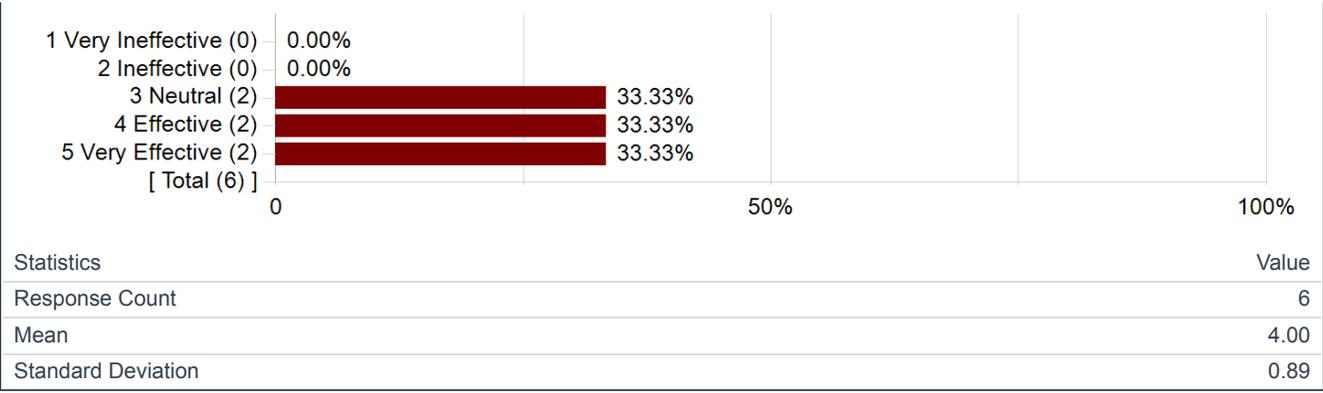
3. Large Discussions (everyone in the class)



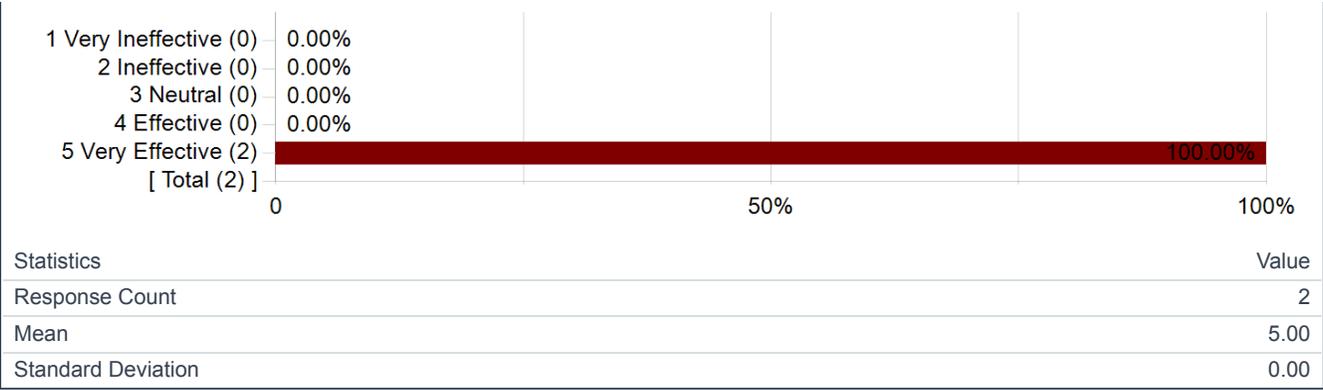
4. Small Discussions (zoom breakout rooms)



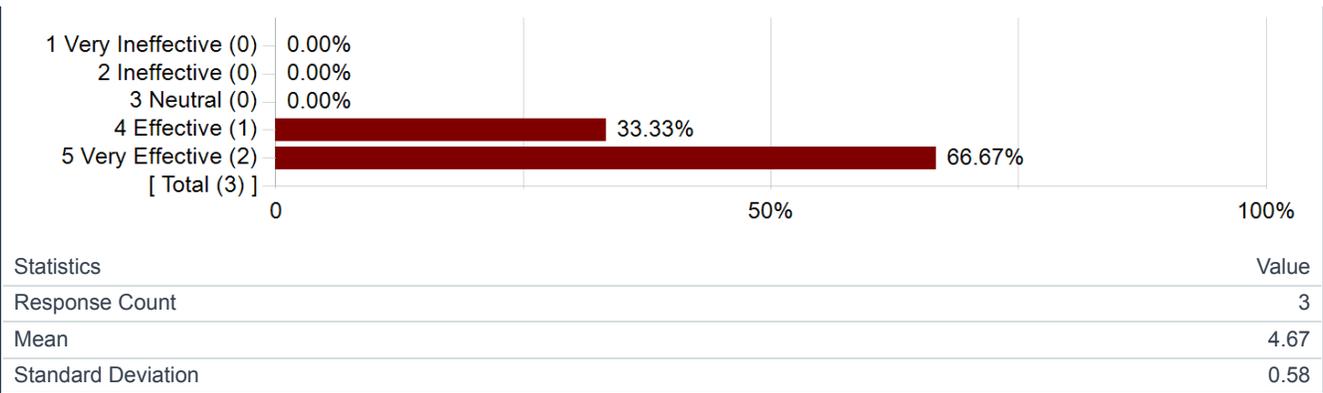
5. Short Quizzes



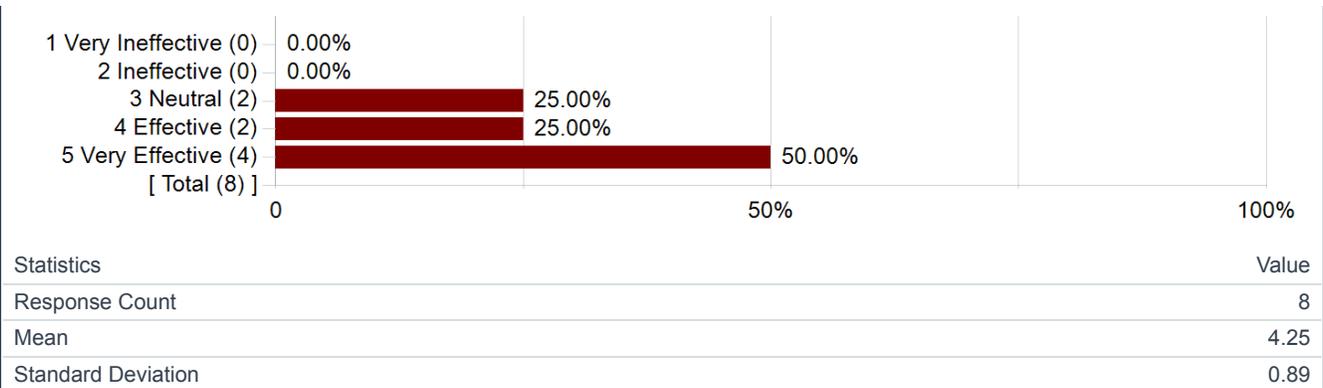
6. Laboratories



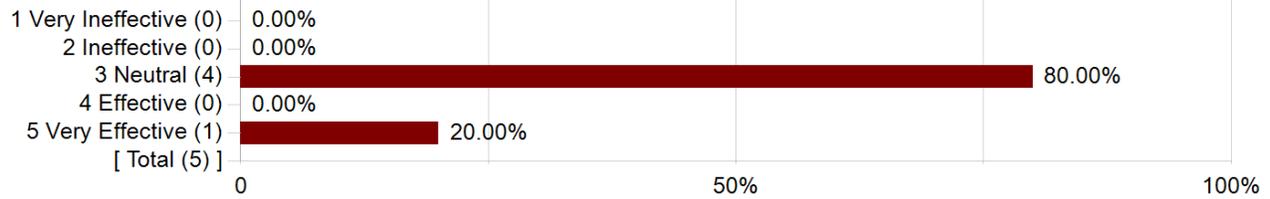
7. Timed Exams



8. Written Work (take home exams, papers, problem sets, etc.)



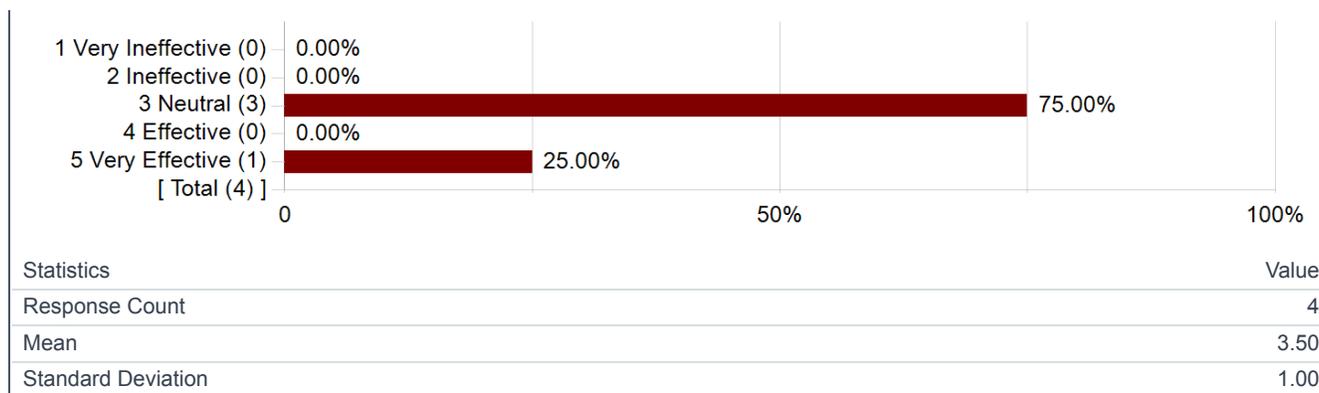
9. Scheduled Faculty Office Hours



Statistics	Value
Response Count	5
Mean	3.40
Standard Deviation	0.89

How effective were the different modes of remote teaching in this course? (continued)

10. Scheduled TA Office Hours



Please elaborate on the above.

Comments

We didn't really have a lot of group discussion because our synchronous class time was devoted to the group presentations. I didn't like this part of class because often the students would ramble and sometimes even present on different concepts than the one assigned. I would have preferred a more directed group discussion by the Professor. One or two classes we used that structure and those were interesting and engaging.

I wasn't a huge fan of the weekly group project, since it was hard to coordinate with students who I had never met before. Additionally, since there was not a lot of student-to-student interaction during synchronous discussion, I was unable to get a sense of the people in the class, which I believe made the group projects harder.

The combination of asynchronous lectures and group discussion created an effective but flexible learning environment.

Did the instructor make adjustments to the course mid-quarter? If so, please comment on the effectiveness of those adjustments.

Comments

No

He gave us a break on the group projects for a few weeks and that was great.

Yes, he made the final optional. I ended up taking the final, so I'm unsure on the effectiveness of the change.

Yes, Tuesday lecture was made asynchronous after the first week. This made it easier for me to participate in the class.

Please describe any element of this course, including specific actions by the instructor, that improved your remote learning experience.

Comments

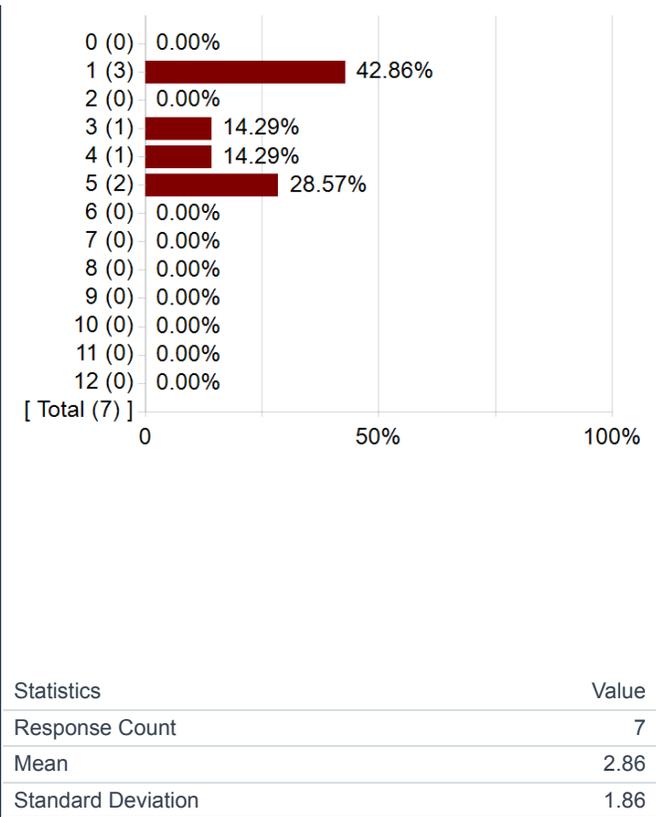
His pre-recorded lectures were really good, and I always felt like I'd learned something interesting after watching them

In general he was great at adapting to remote learning. His asynchronous lectures were really helpful, and the schedule was always very clear. If we didn't have group projects our assignment load would have been reasonable but still keep me engaged in the course. All in all I did enjoy the course and I learned a lot.

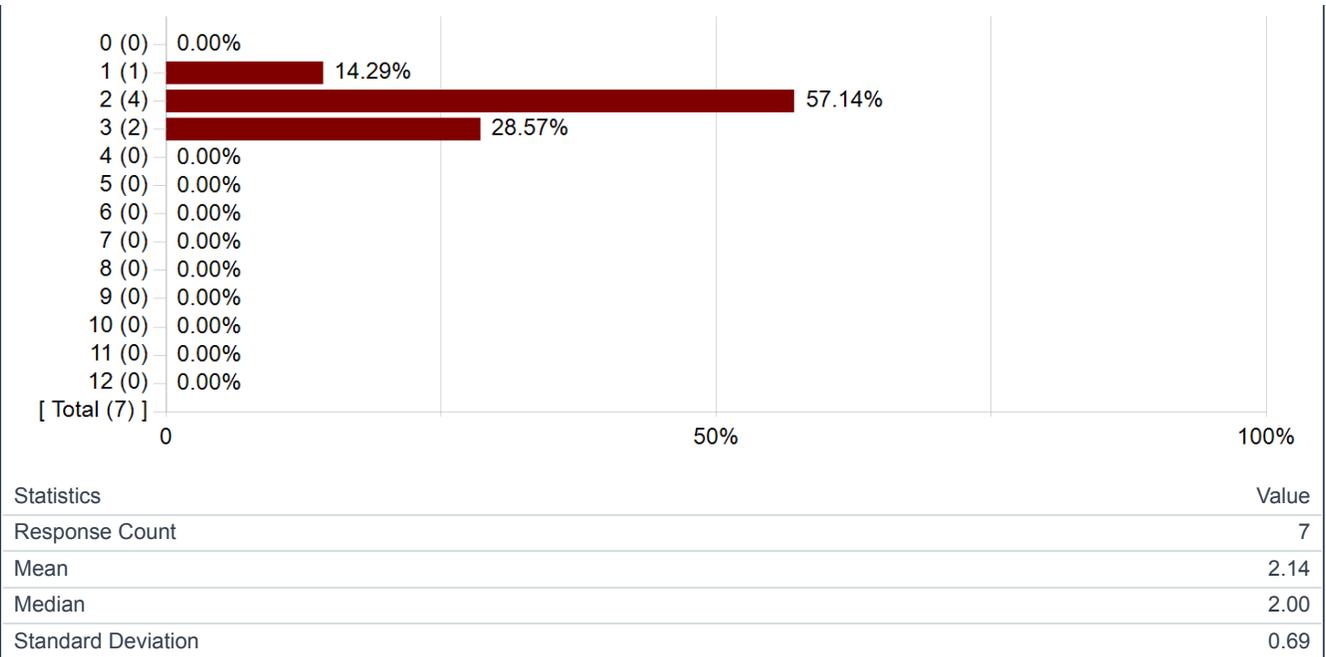
As I said before, I thought the pre-recorded lectures were awesome.

Being able to do the asynchronous and discussion-post lectures ahead of time gave me more freedom in approaching the class which helped to ease the strain of remote learning.

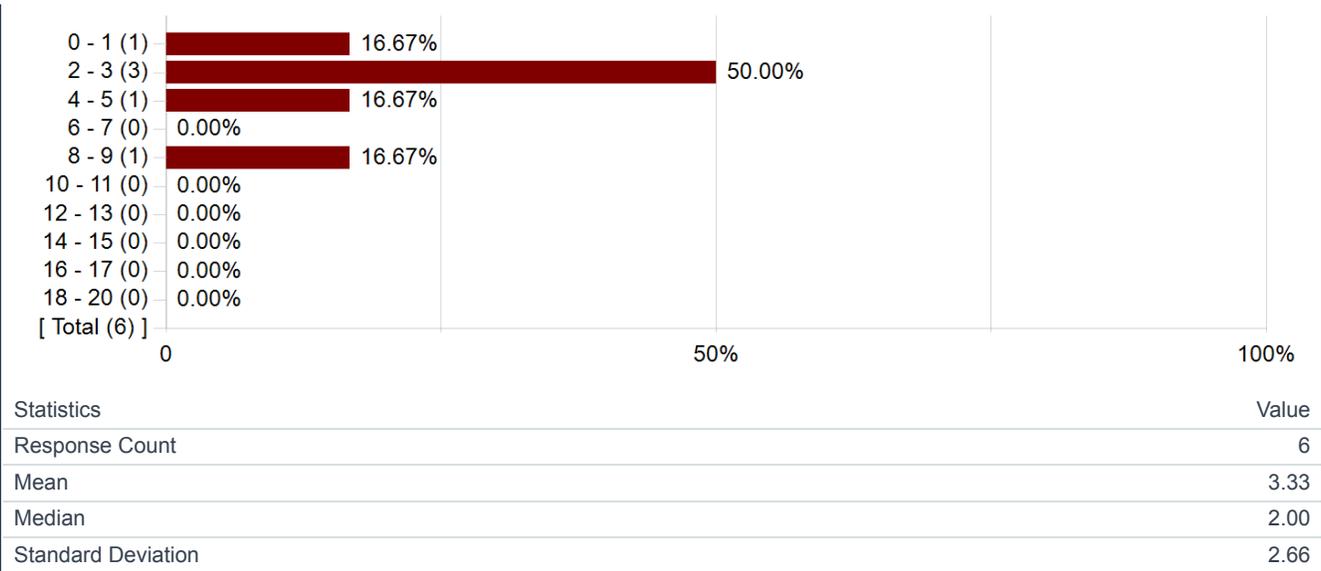
How many hours per week did you spend in lectures for this course (synchronous or asynchronous)?



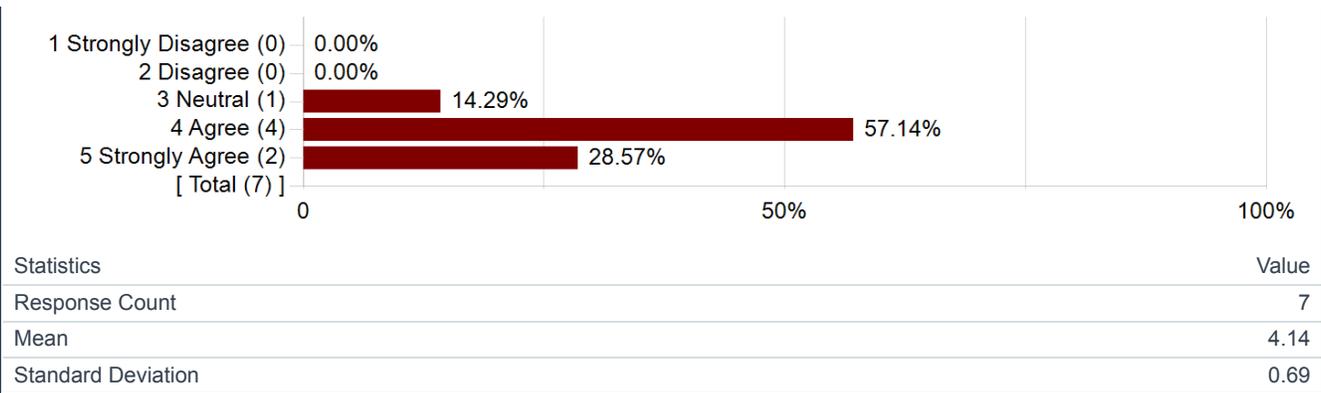
How many hours per week did you spend in other scheduled activities for this course (labs, discussions, etc.)?



How many additional hours per week did you spend on this course (reading, problem sets, writing, etc.)?



The overall workload of the course was appropriate.



How well did the course's pre-recorded video lectures work in conjunction with discussion board posts? Beyond the simple imparting of information, did the format feel like you were participating, getting an opportunity to try out vocabulary and share ideas? What, if any, changes would have been beneficial to the format?

Comments
I thought the pre-recorded video lectures were a great contribution to the overall course, they got the information across for what we needed to know on Thursdays without having to go through any extra hoops
I think that they went well together, and added an element of participation that was well-adapted to the current learning situation for the quarter
Really enjoyed the prerecorded lectures, Professor Jones did a great job with them, high quality.
I really liked them. I said this previously in my evaluation but they were always very clear and always helped me understand the concepts better. I HATE discussion posts in general but I found myself appreciating the ones in this class. The discussion posts did add to my learning because I understood how to apply the terms and concepts covered in lecture and they didn't stress me out because the only expectation was that I try my best (i.e. they weren't graded and they were short questions). I wouldn't change anything about the pre-recorded lectures and discussion questions.
I thought they worked very well especially since the questions asked were not incredibly technical, but instead focused on the feeling/reaction associated with each technical aspect we were discussing. I liked seeing what my classmates had to the questions posed as well.
I thought they worked very well. I would only add that we got a little more personal work instead of mostly group project.
I thought the pre-recorded video lectures were informative, but the discussion board posts seemed to serve only to make sure that we watched and understood them rather than actually starting a discussion. However, the group presentations helped to fill this gap. I understand the purpose of the discussion posts though, and I can't strongly recommend any changes.

Did you find group work conducive to learning? Did you feel that group members participated equally? Are there any changes in format that you think group work would have benefitted from?

Comments

Group members did participate equally but having group work/presentations/blog posts every single week in quarantine was a little hard to coordinate at times, perhaps having slightly more laid back weeks during midterms seasons would be helpful in the future, but overall group discussions were conducive.

I didn't think that group work was very conducive to learning, especially because most of us have never met each other, and it's really difficult to organize a group project entirely remotely

I really did not benefit from the group projects. I appreciate that the Professor was trying to get us to connect socially during social distancing but it always led to more stress than if I didn't have them. This was because people usually were impossible to get in touch with or simply didn't do their part for the project. I think reducing it to each person only having to do the group project once a quarter and having people sign up in advance for which week they would present.

I feel like the group work was not super conducive. I think 1–2 group projects for the whole quarter might have been better. I think that it would've been more productive if the weekly class meeting focused more on discussion rather than presentation

Unfortunately, I felt like the standards of my other three group members in the final project did not meet mine. They were content with poor prose and unclear ideas, which, as a student with an English focus, I found unacceptable. Therefore, I found myself basically doing the entire project. This was unfortunate, but it just seemed that they were burnt out going into the final post.

I did, and group members participated equally for the most part, but occasionally miscommunication led to an imbalance. I think that group work could have benefitted from a set platform on which it took place; the first struggle was always to find a way for everyone to get in touch.

The choice was made to give groups the flexibility to either present orally online, or write up a blog post together. Did you feel that both of these options worked equally well? Would it have been worth dropping that flexibility and settling on a single format, with the benefit of a clearer rubric and more well-defined avenues for consistent feedback?

Comments

Yes, having the flexibility of not presenting was a great stress-relieving factor for groups that may have been in different time zones or had any last minute emergencies. I think it should be kept since many members preferred one or the other and sticking to only one could get too dry.

Yes, because blog posts were much easier to do because we were all basically working alone, which makes sense, as we were never together when working

I think the blog posts were easier than the presentations and I liked that I had that option instead of presenting every week which could be nerve-wracking. I think that because we had to do them almost every week the presentations were often rushed through and I didn't feel like I benefitted from listening to them. I think just having blog posts every week would negate the point of the projects a little because no one really read each others, and having just group presentations every week would be too stressful and not that beneficial. I think if the amount of projects were drastically reduced it would be less stressful and everyone would get more out of them.

I thought they both worked well together. I liked having the flexibility because in the blog post, I felt like I could more succinctly express my thoughts.

Unfortunately, I struggled with this final project as I realized that my group did not have the strengths that I have as a student. However, professor Jones certainly has no control over this, and the blog post was a clear avenue for the final.

I think these options worked equally well, but within the two avenues themselves there could have been more clarity.