

Custom Report for ROBERT GEHL Teaching BUS 3212 Undergraduate Bus of Global Media LEC sec: 1 2012 Fall
There were: 48 possible respondents.

Order	Grp	Question Text	N	RR	My Avg	BUS Avg	BUS F12	Div Avg	Div F12	Sch Avg	Sch F12						
	GEHL	Instructor Questions		n/a	5.24	5.28	5.28	5.23	5.23	5.41	5.39						
	Grp	Course Questions		n/a	4.69	5.03	4.99	5.04	5.04	5.30	5.29						
												Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
1		Objectives clearly stated	40	83%	4.58	5.11	5.02	5.15	5.12	5.23	5.22	5% (2)	3% (1)	3% (1)	35% (14)	30% (12)	25% (10)
2		Objectives met	38	79%	4.58	5.09	5.04	5.10	5.10	5.20	5.20	5% (2)	3% (1)	3% (1)	29% (11)	39% (15)	21% (8)
3		Content well-organized	38	79%	4.68	5.07	5.02	5.05	5.04	5.12	5.11	3% (1)	3% (1)	8% (3)	26% (10)	32% (12)	29% (11)
4		Course materials helpful	39	81%	4.67	5.01	5.00	4.99	4.99	5.10	5.10	3% (1)	5% (2)	13% (5)	13% (5)	36% (14)	31% (12)
5		Assignments & exams covered the course	39	81%	4.79	5.00	4.98	5.06	5.08	5.17	5.17	3% (1)	5% (2)	5% (2)	13% (5)	46% (18)	28% (11)
6		Learned great deal	38	79%	4.89	4.96	4.97	4.97	4.98	5.10	5.09	0% (0)	8% (3)	3% (1)	18% (7)	34% (13)	37% (14)
7		Overall effective course	39	81%	4.64	4.95	4.94	4.97	4.98	5.09	5.09	3% (1)	8% (3)	8% (3)	21% (8)	28% (11)	33% (13)
9	GEHL	Instructor was organized	39	81%	5.03	5.23	5.19	5.18	5.16	5.22	5.21	3% (1)	0% (0)	3% (1)	15% (6)	46% (18)	33% (13)
10	GEHL	Instructor presented effectively	39	81%	4.9	5.15	5.16	5.02	5.04	5.13	5.12	3% (1)	0% (0)	10% (4)	13% (5)	41% (16)	33% (13)
11	GEHL	Instructor created respectful environment	39	81%	5.36	5.33	5.33	5.30	5.32	5.34	5.33	3% (1)	0% (0)	0% (0)	8% (3)	36% (14)	54% (21)
12	GEHL	Demonstrated thorough knowledge	39	81%	5.41	5.46	5.44	5.42	5.40	5.44	5.41	0% (0)	3% (1)	0% (0)	10% (4)	28% (11)	59% (23)
13	GEHL	Instructor encouraged questions/ opinions	39	81%	5.56	5.34	5.38	5.32	5.34	5.34	5.33	0% (0)	0% (0)	0% (0)	3% (1)	38% (15)	59% (23)
14	GEHL	Instructor available for student consultation	39	81%	5.28	5.22	5.24	5.25	5.24	5.30	5.29	3% (1)	0% (0)	0% (0)	8% (3)	44% (17)	46% (18)
15	GEHL	Overall effective instructor	39	81%	5.15	5.24	5.25	5.15	5.15	5.23	5.21	3% (1)	0% (0)	5% (2)	10% (4)	36% (14)	46% (18)

Text Responses	
Question: Comments on course effectiveness	
Loved the use of technology in terms of teaching, great articles to read and the forum gave great class participation and further increased my intrest in the class	
I did not like this course at all... I'm not sure what you were trying to accomplish by instituting this course, but I feel like I have wasted my time. I hope not to offend the Professor, but this is the business school... not the school of communications. We arent here to have someone come to class and say, "So I have a question, I dont know the answer to it, can you help me out? Lets just talk about it..." Thats okay... but I dont feel like he really had much to add to the class... If you are going to make me take a class like this, please, get someone who knows a thing or two about the actual business of global media... not some guy who sits in an office inside his head, reads books, comes up with theories, and considers himself knowledgable.... there is a place for that - but its not in the school of business. We want someone who has been to war and come back to teach us how to win the war. Not some guy that has written war books and movies... but has never been to war. I was offended by having to take this class. It has wasted my time and my money. I want to learn from someone who has put the theories to test.	
The discussion times we had as a class to reverberate each students take on the topic broadened the material dramatically. The course papers helped us do more in-depth research on what we were discussing in class.	
All of the papers helped with my writing skills and also helped learn more about the interesting topics covered in this class.	
I liked the In-class assignments (Group work). I also liked the Forum discussions.	
The professor was good, but the class has no place in upper division business.	

The course title is deceiving. I assumed "Business of global media" would entail less philosophical theories and jargon on what is economic theory, and more on global disparities or cohesion. Just something more 'internationally-minded'. We did read a few examples of e-waste or e-money occurring in different countries, but I don't think I would have ever signed up if it meant figuring out 'what is the internet' or 'what is political economy' or 'what is the meaning of life'. I know it's supposed to be a humanities-tailored course, it's just those stale philosophical readings in the beginning on political economy were not engaging. And trying to tie those in with our papers was sometimes apparent.

nothing.

Group discussions were effective, but not for the entire class time. I would prefer more assignments to grasp the concept of the course. And also to allow for more points rather than 4 essays.

Although the text offered for reading was very insightful and important, it could be scaled down or a focus could be made more clear. Possible questions to answer to go along with the text. I also didn't fully receive much benefit from the online discussion requirement. There were many good comments that were made and provocative questions that were brought up in this section, however, there were also many times it appeared students were posting just to post. And whenever I posted in this section I wouldn't bring up what I posted in class. And oftentimes I would forget to post and felt that as I was participative in class, this shouldn't bring down my grade. I would recommend in class discussion as a requirement rather than the online discussion.

Many of the topics seemed almost too theoretical, it is difficult to not have as many clear right and wrong answers. I think an example of an "A" paper would help it become a great deal more attainable. I felt that many of my papers were of the same caliber, yet they received various grades.

the important of social network

Great in class discussion, very interactive.

Good use of readings and material. Possibly cut done on the amount if outside readings.

This class is amazing. I want a degree in what was covered in this class. The content is modern and relevant and it's delivery is intriguing.

Really good course, the concepts were abstract. The essays were a good alternative to exams.

I'm torn on this class, because it sits halfway between a business course and a communications studies class. It is an ambitious class, and I feel like I both enjoyed it and learned the most from prof. Gehl than any other prof. this semester. I liked the in class and forum discussions, but sometimes I wish that we could have talked about our papers in class a little bit more, because I think that would have added a little depth to the conversation. Maybe we could have had one kid present on their paper for 10 minutes at the start of every class.

Shorter readings...international companies

The course material was very interesting, but assignments could have used more direction

Question: Comments, suggestions on instructor performance

Great attitude coupled with an extensive knowledge of the material

I've already stated my opinion

Prof. Gehl was very knowledgeable on the subject matter, he was able to give us below the surface perspectives important for grasping these course principles. He really cared about the subject matter. We could tell that it was actually a part of his life.

I would just have liked to have to have more feedback on the papers, so I didn't make the same mistakes on the future papers.

He was well organized and was very knowledgeable of the subject matter and was helpful with feedback.

The professor no doubt loves to hear opinions or any kind of statement from his students. What I like about professor Gehl is his sincerity. But typically in class I felt it was somewhat apathetic. We would play 'buzzword bingo' but he would immediately tell us we weren't getting a prize, so the class quit listening. Or most times, and I know he's being self-effacing which is great, but he shouldn't admit so much that even he doesn't know the answer to the question being asked. If these questions are so difficult to pin down for the professor, then how are we measly students supposed to know? Also, I don't feel that 5, 2000-word essays and weekly discussions fit a 3000-level course.

Worry free of assignments and hw due, and have more interaction with students to come up and present what some of the readings were about.

I did not enjoy reading endless amounts of web documents. I would have preferred a hard copy book, rather than 64 pages of a document that was presented online. It hurt my eyes after awhile, and I just ended up not reading the assignments because I knew they were so long.

Perhaps more student involvement beyond group online discussions. The debate was a great way to get us all involved.

Robert Gehl, I thought, was a very informed and educated instructor. He presented the material in a approachable manner, and led effective discussions. I would recommend he utilize the whiteboard more often to highlight key points for us to remember. He did do this to some degree but they could've been more thorough and understandable. I found, looking back, that I would always write down what was on the board, and oftentimes I couldn't understand what was in my notes.

Very open conversation through the course. Could have opened up to the class more throughout the lecture portions.

He was always open to discussion and always willing to stay after class to answer any questions

ask questions, encourage us to read before class

Very knowledgeable. Made topics interesting.

Professor Gehl not only teaches this stuff, but is actually involved in it. Having him be so passionate about what he's teaching rubbed off on me, and my passions for the topics we covered have been magnified.

Gehl was a fantastic teacher

I liked gehl because he's nerdy, but he's managed to pull it off in a very academic way. I wish he had a little more confidence in his lecturing, because I thought that they were pretty interesting, but he always seemed a little nervous by just talking, and more comfortable with having the students lead the conversation.

Very knowledgeable of writing and gives good techniques on writing and reading

Very knowledgable and organized.