University of Utah

Spring 2016, COMM 7455 Issues Cultural St Section 1
Instructor: GEHL, ROBERT (Primary)

SmartEvals!

There were: 9 possible respondents.

	Question Text	N	RR	Avg	COMM Avg	COMM SP16	Div Avg	Div SP16	Sch Avg	Sch SP16						
Grp	Instructor Questions (GEHL)			5.94	5.32		5.34	5.63	5.28	5.33						
Grp	Course Questions			5.64	5.17		5.20	5.55	5.15	5.09						
											Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
1	Objectives clearly stated	8	89%	5.5	5.24		5.25	5.57	5.23	5.25				13% (1)	25% (2)	63% (5)
2	Objectives met	7	78%	5.43	5.24		5.24	5.57	5.21	5.18				14% (1)	29% (2)	57% (4)
3	Content well-organized	7	78%	5.71	5.16		5.16	5.57	5.12	5.12					29% (2)	71% (5)
4	Course materials helpful	7	78%	5.57	5.13		5.17	5.71	5.11	5.07				14% (1)	14% (1)	71% (5)
5	Assignments & exams covered the course	7	78%	5.57	5.24		5.27	5.71	5.18	5.15				14% (1)	14% (1)	71% (5)
6	Learned great deal	7	78%	5.86	5.11		5.14	5.29	5.11	5.07					14% (1)	86% (6)
7	Overall effective course	7	78%	5.86	5.13		5.15	5.43	5.10	5.07					14% (1)	86% (6)
9	Instructor was organized (GEHL)	7	78%	5.71	5.24		5.24	5.67	5.22	5.30			14% (1)			86% (6)
10	Instructor presented effectively (GEHL)	7	78%	5.86	5.18		5.20	5.33	5.13	5.09				14% (1)		86% (6)
11	Instructor created respectful environment (GEHL)	7	78%	6	5.38		5.38	5.67	5.34	5.43						100% (7)
12	Demonstrated thorough knowledge (GEHL)	7	78%	6	5.45		5.47	5.83	5.43	5.56						100% (7)
13	Instructor encouraged questions/ opinions (GEHL)	7	78%	6	5.42		5.41	5.75	5.34	5.40						100% (7)
14	Instructor available for student consultation (GEHL)	7	78%	6	5.37		5.37	5.67	5.30	5.39						100% (7)
15	Overall effective instructor (GEHL)	7	78%	6	5.27		5.29	5.5	5.23	5.24						100% (7)
											Other Sec Full	Planned Drop	Job Sched	Homework	Other Activites	Change Sec	Workload	Other
	Scheduling or time reason	1	11%	0	*ID	*ID	*ID	*ID	*ID	*ID						Change Sec 100% (1)
											0-9					
	Credit hours earned	9	100%	0	0	0	0	0	0	0	100% (9)					
											21	31-40	25-30	17	18	19	20	22	23	24	41+	9-16	0
	Student age	9	100%	0	0	0	0	0	0	0		33% (3)	56% (5)								41+ 11% (1)
											Not Employed	X				
	Employment status	9	100%	0	0	0	0	0	0	0	100% (9)					
											V Discrim	Discrim	Avg	N Discrim	Careless	
	How discriminating the student was this semester	9	100%	0	0	0	0	0	0	0	11% (1)	11% (1)			78% (7)	
											Very Easy	Easy	Avg	Hard	Very Hard	
	Rating tendency - this semester	9	100%	0	0	0	0	0	0	0	89% (8)			11% (1)		
											Xfer No	Xfer Yes				
	Transfer student	9	100%	0	0	0	0	0	0	0	89% (8)	11% (1)				
											M	F				
	Student gender	9	100%	0	0	0	0	0	0	0	44% (4)	56% (5)				
											V Discrim	Discrim	Avg	Slight Discrim	N Discrim	Careless
	Discriminate overall	9	100%	0	0	0	0	0	0	0	11% (1)	11% (1)	11% (1)			Careless 67% (6)
											Very Easy	Easy	Avg	Hard	Very Hard	
	Rating tendency - overall	9	100%	0	0	0	0	0	0	0	56% (5)	33% (3)	11% (1)			

Instructor	Text Responses
	Question: Comments on course effectiveness
	This is not just regarding this course, but for every course in this department. A human being can only read a certain amount each day or each week and process the information in a meaningful way, and I believe the department professors assign unrealistic amounts of reading. At the end of the day, we are not robots and a world that expects us to be like robots will never bring genuine caringness and happiness. I will write this in all of my course feedbacks this semester.
	This course contained a significant amount of reading, but it helped me to learn the core concepts at an in depth level. The weekly response papers also proved to be beneficial to my learning.
	The purposes of the class were unclear, but I definitely learned a great deal about online communities.
	The chronological development of the books was awesome. Also, there were certain texts that resonated with me (Hine, Nakamura, Marwick) - so, text selection was key to this awesome semester. Also, discussions with classmates were really valuable. And while the topic ID @ the beginning of the class helped, I think those topics helped to bridge the lull in conversation. It truly was organic conversation - and that, rarely achieved.
	We read a ton in this class - a book a week. The course moved chronologically, which was useful because we were able to see how web studies have evolved over time. Unfortunately, because we were reading and writing so much on a weekly basis, I felt behind the entire semester. I had no time to work on my final paper until extremely late in the semester. It was very overwhelming.

	I really enjoyed the way we approached discussion each week. I particularly felt that the week we synthesized the concepts and books we had read this far, zooming out to talk about bigger trends was particularly effective and helpful. I think building into the schedule one or two more days to do this kind of synthesis would be good for future seminars.
	The readings selected by Dr. Gehl were outstanding. (Even though Gajjala was a slight disappointment, we all learned something ... particularly the way in which Dr. Gehl set up the discussion for that particular book.) I also really like the way we worked through concepts together. I've never seen a PhD seminar set up that way. Usually, it feels more like a free-for-all and, as a more introspective student, I don't always engage as much as I'd like to. Giving us time to reflect on concepts and then discuss them gave all of us the chance to fully engage. Awesome.

Question: Instructor Comments

GEHL	The lecture style and encouraged group discussions were beneficial to my learning. At times I was not sure if I was *getting* the concepts, but through discussion I was able to gain a deeper understanding of the readings.
GEHL	I appreciated Dr. Gehl's approach to class discussion. It really felt like a class collaboration each week as we brainstormed concepts to talk about and Dr. Gehl really listened and encouraged each person to speak up and talk about their perspectives on the reading. The ritual where we go around and talk about how the book is relevant or useful to our research was also helpful and something I haven't encountered in other seminars. Overall, great class!!
GEHL	Great instructor. The class was very much appropriate for a graduate seminar. Because the students were responsible for the majority of the class discussion, I feel like I read much more thoroughly. The response papers were just a bit much at times
GEHL	Rob is great. I'm thankful to have had the opportunity to take this class. Rob's honesty (regarding topics, regarding authors, regarding professional life, regarding exhaustion/excitement) legitimated and spurred the effort required to read a book per week. Rob was welcoming, and really made us feel a part of an academic community, striving together to become better scholars. Thanks, Rob!
GEHL	Dr. Gehl definitely knows a great deal about web cultures. I particularly enjoyed the way in which he encouraged participation.
GEHL	Reading a book every week is intense. Mentally unpacking all of the concepts the authors put forward ... also intense. Yet Dr. Gehl helped to make it all feel less intense somehow. We all worked hard and none of this was easy, but his laid back approach (can I say chill?) while still remaining incredibly focused afforded a nurturing and engaging (dare I say fun?) classroom environment.