JAMS 325 spring 2020 course evaluation - 14 respondents

The instructor was effective in teaching the subject matter of this course.
Strongly agree 93%
Agree 7%
Disagree 0%
Strongly disagree 0%

The instructor kept the course organized.
Strongly agree 86%
Agree 14%
Disagree 0%
Strongly disagree 0%

The instructor stimulated my interest in the subject.
Strongly agree 100%
Agree 0%
Disagree 0%
Strongly disagree 0%

Help with the course was available.
Strongly agree 93%
Agree 7%
Disagree 0%
Strongly disagree 0%

I would recommend the instructor to other students.
Strongly agree 100%
Agree 0%
Disagree 0%
Strongly disagree 0%

The goals of the course have been made clear to me.
Strongly agree 86%
Agree 14%
Disagree 0%
Strongly disagree 0%

The course requirements and grading criteria have been made clear to me.
Strongly agree 79%
Agree 21%
Disagree 0%
Strongly disagree 0%

What is the strongest aspect of the instructor's teaching in this course?

Her ability to keep the class's interest the entire class period. Even during our online instruction, I still loved the class. With our online discussions, I wanted to participate not only for a grade, but because I missed talking to each other in class and that was the new way of doing it

She very clearly knew what she was talking about and constantly gave examples from her own experience in the field. Even when questions were asked about something as basic as the equipment she uses, she gave a clear explanation of her gear and why she uses it.

She is clearly very passionate about the subject matter, which made it easier to maintain my interest throughout the entire semester.

I appreciated the importance of just listening to a variety of podcasts throughout the class. It really was an effective way of getting inspiration for our individual projects, because I would remember some technique or idea that was used in a podcast we had listened to. I could then try and apply this technique or idea in my own way in my project, which was really cool just to be able to teach myself how to do things like that. I was able to see just how many possibilities audio has as a way of telling a good story.

I'd say her explanation of content and how willing she is to accept ideas.

I found that listening to podcasts and then going out and making multiple of our own in various styles was the best way to learn about audio production and audio packages, the course was well balanced between learning and practicing.

Jane was so amazing to have this semester! Her sense of humor and knowledge on everything we learned helped me enjoy the class very much. I had a lot of fun coming up with creative ideas for my stories. Even though at times I would get frustrated, she talked me through it and explained things for me to understand better. Thank you Jane! :)

She gave good advice.

Instructor really understands the world of audio - how to produce good stories, what elements make up certain genres, what is new or emerging in the audio world. She's readily available for comments, both after class when classes were still in person and by email at all times. She tells us specifically and clearly what improvements our projects need, and she helps us get better at producing and recording.

Our instructor was able expose us to all kinds of new genres of podcasts, and allow us to explore new avenues in the world of audio storytelling.
Her ability to both breakdown and disseminate information to students in a way that is easy to comprehend.

The strongest impact I had was how helpful she was when we had a question with a project, and how easy it was to access her.

Jane was always available to us as students for help or more understanding, she is passionate about her job and her students and has the knowledge to help and teach each student to their abilities and interests which is rare in a teacher.

Actually two aspects of Jane's teaching stood out for me. The first was Jane's enthusiasm for Audio Storytelling. Her passion showed up in every class. The second was the pace of the class. She really kept things moving and the 75-minute classes just flew by. Very organized, top-shelf instruction.

What could the instructor do to improve their effectiveness?

I cannot think of any.

Not much. Honestly, this was my favorite class since coming to UWM. So it was basically perfect.

Occasionally some instruction got repetitive, particularly when using the program in class.

I think this class was great, I really have no advice to give.

I'd say she's just fine.

I think my instructor was very effective, I have no real criticism of her teaching. I feel the course was well-planned and well-taught.

Nothing, she is great!

N/A

Nothing immediately comes to mind.

I felt as though taking constant notes while listening to an audio story or podcast was extremely tedious, and took away from our ability to enjoy the content of the stories themselves.

Just keeping the way that assignments are added to canvas when we have online classes the same as when we had in-person classes.

Nothing

I know this year was a little different with the virus but i personally like having a set scheduled of what is due when and how much time or computer access i will need. That was not very clear throughout the class until the week of. Which for some people works great but not really for me I like to know the scheduled ahead of time.

Maybe even more stories from Jane's background as a journalist. She did a great job of sprinkling those in during the semester, but I would have welcomed even more. :)

Under the circumstances, did the online portion of the class work for you? Why or why not?

Yes. It worked for me because it was similar to how it was in class. We had our analysis of the audio story due online while in person, the audio stories were due online while in person, and those were the same online. The only difference was the online discussions instead of in person.

Yes. She was very clear and concise with her expectations. As well as very understanding due to the unique circumstances.
For the most part, it was alright. There were a few times I got distracted and forgot to do a discussion, as well as issues with google drive that put delays on some deadlines for me. However, there was a clear schedule and purpose for what was done, which is much better than some of my other classes did this semester.

The online portion was pretty effective, although just not being in class physically made it difficult to keep track of things sometimes. Sometimes I would just forget to check the Canvas page because I did not have those in-person reminders for assignments, which tend to work best for me. However, I think this was mainly because it was generally a new experience for me to have things completely online.

No, it actually didn't. I found it very hard to keep my sections in line, and what was due for each course. I forgot deadlines multiple times, thus heavily impacting my grade. When I would remember what assignment was due and when, it would be too late to receive full credit.

I'm sure most people found the shift to be a speed bump but I think the instructor took it in stride and maintained fulfilling and in-depth learning despite the challenge.

It was a little harder for me. I found it difficult at times to keep up with recording assignments but I do talk full responsibility for how I got things done in a timely manner. But Jane kept us posted on what to do the entire time and really helped me push through the rest of the semester! :)

N/a

It obviously wasn't the ideal situation, but it worked for the time. I have taken online classes before, but never a semester where every class was online, so that was harder to keep everything straight. There was a time where I forgot part of an assignment but the professor was very accommodating.

I enjoyed the online portion of the class because it gave me the opportunity to work at my own pace, and actually appreciate the podcast material.

Yes and no. Everything was easy to understand and assignments were easy to do given the circumstances; however, it could feel overwhelming at times when future assignments that were not due next class or we hadn't had a podcast o yet got updated and put online when we still had other assignments we were working on. It just felt a bit overwhelming compared to in-person classes.

Yes overall I felt like the online transition was smooth, and the teacher was clear in sending out the material that was due

yes! i was still able to record and edit just like i learned in class, i felt like Jane kept the class engaging and was ready to help with any confusion or problems. It felt normal to me!

So this was just about an impossible ask. While many classes can naturally slip to online, Audio Storytelling cannot. The nature of the class depends on interaction among students and also with outside resources to build stories. Given that, I think Jane did an incredible job in flipping the class to online in just a couple of weeks. My hunch is that most online classes are created and mature over months and years. Here ability to create a meaningful end of semester was amazing.

If the class must be taught online again in fall, what can the instructor do to make it better?

I think having a Zoom or Teams meeting with the class would be nice. In person discussions were fun and it was interesting to hear my classmates interest in their story ideas. I could tell which of the two they liked better and it was just more interesting than reading it. But if online discussions are the only logical thing, I think she did a really good job at keeping us engaged

Everything she did this semester.

There's not much that can be done better given the circumstances. Obviously it's a class best done in person, but with the very quick transition to online format, it wasn't bad overall and the summer can lend more time to iron out the kinks. I'd say just going back through what we did and detailing it out with more time for thought would be more than enough to make this work.

If the class does need to be taught in the fall, I would say just to involve a bit more of those Zoom/Teams discussions, because just having that one Teams meeting helped to make the Final Project much more clear. I think being able to see people and discuss things live makes learning much easier.

I'd say create a tab strictly for due dates and what's required in the assignment's instructions, and be sure to post it at the very top of the class's canvas homepage. It can be confusing and very annoying when we have to scroll and navigate tabs just to view and assignment. (not saying she did, but as an example to show my recommendations purpose)

I think how we were operating towards the end was good, using shared Google Drive folders in place of the regular work flow was a fairly easy way to keep things functioning similarly to in class. For students unable to have even the first half or so of the class in person, I think narrated videos would probably be the best way to try and teach editing and the software. Something like Zoom in place of class for some interpersonal learning may be helpful as well.

I think it would be difficult to use the program audition without being walked through it through some sort of explanation. So if they could use a more simpler program or have a step by step walk through video tutorial on how to use audition from start to finish, it would be smoother.

N/a

Maybe it would be cool to have an assignment where students can find and discuss a podcast that they like. I'm not sure how it would work exactly, but it could be more of an ice breaker or something that continues throughout the semester. Like if 3 or 4 students make a discussion post about a podcast that they love, then the rest of the class can choose which podcast to listen and respond too.

I believe the course could be simplified for students taking it online by allowing them to explore their own methods of recording projects, rather than being forced to use zoom recorders, as the technology is a bit dated with some computers not having usb ports. Not all students can afford to buy a converter.

Try to keep the way everything is uploaded and taught as similar to how it was done in in-person classes.

Nothing

I would say a clear outline of expectations and schedule for students as well as meeting online meeting to explain how to do the editing because that would be hard to just read and not be shown or instructed on at first.

One idea would be to explore how other technologies could play a role in enhancing the class. For example, I was disappointed in the voice quality of my interviewee for my final project. Is there a new technology that could be employed to improve on that? Jeff does a great job on the tech side of supporting the class, so maybe he can research a new technology that would help with that. Also, an exploration of best practices employed by universities that already online all the time might be worthwhile. It would be fun to see how they mitigate the separation inherit to an online class.