

THEA 4310 1

Acting for the Camera

Course type: Online

Taught by: Robert Hess

Instructor Evaluated: Robert Hess-Assist Prof

Evaluation Delivery: Online

Evaluation Form: E

Responses: 16/16 (100% very high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Median

5.0

(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several IASystem items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 6.3

(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The course as a whole was:	16	94%	6%					5.0
The course content was:	16	94%	6%					5.0
The instructor's contribution to the course was:	16	100%						5.0
The instructor's effectiveness in teaching the subject matter was:	16	94%	6%					5.0

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	16	44%	25%	6%	19%	6%			6.2
The intellectual challenge presented was:	16	56%	12%	31%					6.6
The amount of effort you put into this course was:	16	69%	31%						6.8
The amount of effort to succeed in this course was:	16	50%	38%	6%	6%				6.5
Your involvement in course (doing assignments, attending classes, etc.) was:	16	81%	12%	6%					6.9

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.5 Hours per credit: 2.5 (N=16)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	6%	6%	38%	38%			6%				6%

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 6.9 Hours per credit: 2.3 (N=16)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	6%	12%	44%	19%		6%	6%				6%

What grade do you expect in this course?

Class median: 3.9 (N=16)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
62%	31%	6%												

In regard to your academic program, is this course best described as:

(N=16)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
69%		12%	19%		

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
Opportunity for practicing what was learned was:	16	88%	12%					4.9
Sequential development of skills was:	16	88%	6%	6%				4.9
Explanations of underlying rationales for new techniques or skills were:	16	94%		6%				5.0
Demonstrations of expected skills were:	16	94%		6%				5.0
Instructor's confidence in students' ability was:	16	94%		6%				5.0
Recognition of student progress by instructor was:	16	94%	6%					5.0
Student confidence in instructor's knowledge was:	16	94%	6%					5.0
Freedom allowed students to develop own skills and ideas was:	16	88%	6%	6%				4.9
Instructor's ability to deal with student difficulties was:	16	88%	12%					4.9
Tailoring of instruction to varying student skill levels was:	16	88%	6%	6%				4.9
Availability of extra help when needed was:	16	94%		6%				5.0
Use of class time was:	16	81%	19%					4.9
Instructor's interest in whether students learned was:	16	94%	6%					5.0
Amount you learned in the course was:	16	94%	6%					5.0
Relevance and usefulness of course content were:	16	100%						5.0
Evaluative and grading techniques (tests, papers, projects, etc.) were:	16	94%		6%				5.0
Reasonableness of assigned work was:	16	94%	6%					5.0
Clarity of student responsibilities and requirements was:	16	88%	6%	6%				4.9

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. It was! It challenged me to think outside of the box and to reach outside of my comfort zone.
2. Yes. This class was some of the most in depth character and acting work I have done. Not to mention the incredible hands on rehearsal time.
3. Yes because I learned a whole new art format that will help me with my future careers.
4. This class was amazing and it really taught me a lot about myself.
5. Bob is always challenging his actors to be the best they can be which shows week after week in the work that is given.
6. Absolutely. Every week was a new and completely different challenge and aspect of on screen a TJ f.
7. Yes it required me to really get invested in my work.
8. It really did I learned so many new things that I can take on into not only my schooling but my future career.
9. Yes, it made acting more of a skill than a possessed talent. As someone who finds analyzing easier than doing, I feel I was challenged into mentally thinking about how I could embody my roles.
10. Absolutely. This course taught me more than I could have ever imagined especially with being taught remotely.
11. Yes, I learned so much and I'm so proud of Bob Hess. He helped us understand the different between the materials of and what it took to be a film actor/actress.
12. This class was very intellectually stimulating and taught me so much that I needed to know and help myself improve as an actor. This was so important to me and essential in advancing my craft and talent.
13. Yes & yes! This class was challenging and pushed me to be the best version of myself.

What aspects of this class contributed most to your learning?

1. Watching my fellow students do the same assignment as me and taking mental notes from them. Also, feedback from my fellow students and professor.
2. Working privately with the Director, either in sessions or with the class.
3. Coaching session and constant assignments every week. I've gotten way better at quickly memorizing lines and quickly applying notes. Also the variety of different types of camera work was extremely beneficial.
4. I think the over all class discussions
5. Bob being hands on. He is constantly there to talk you through things and help you understand what needs to be done.
6. Bob was our greatest supporter and guide through this entire semester. He went above and beyond to provide all 18 of us private coaching sessions. Between the two classes that's nearly 40 hours of extra work a week that he did not have to do for us.
7. All of it!
8. Everything the things we learned the examples that's see shown to us as well as our own performances.
9. I learned a lot in my private session.
10. The amount of outside information and advice Bob gave us from his personal experiences with film work really helped with what it's like to work on a real film set.
11. Active doing the Assignment
12. The coaching sessions contributed so much into helping me grow in technique and skill for my performances. I left each coaching session with so much to take away.
13. Professor Bob's involvement and time he spent pouring into us as students! He really pushed us and cares about us as humans outside of school.

What aspects of this class detracted from your learning?

1. Sometimes I would become frustrated because I did not know exactly what the professor wanted. O
2. The professor made the class work well despite the Zoom format. None.
3. How long we spent in class just making comments. Most were beneficial, but it took up almost 1/3 of class time just to talk and with so many students, it dragged on for over an hour.
4. Nothing really, it was great class.
5. None!!!
6. The switch to remote learning was hard on us all, but Bob adapted this class to still get the same caliber out of it.

7. None.
8. Nothing
10. N/A
11. Nothing it was always engaging!
12. There literally was no aspect of class that detracted from my learning.
13. None

What suggestions do you have for improving the class?

1. I think this class moves extremely fast, for good reason of course. It gives a realistic approach to how this sort of acting would be. But it can be extremely overwhelming to newcomers of the acting for the camera world. I think providing more examples can help with this. It is already really nice that we got to grade on how we thought our performance was, because it got to be purely subjective from our point of view and we got to figure out what we can improve by watching ourselves. I also think that the media exercise with the media arts students was very confusing, and I do not think I will be able to complete that assignment this semester given that it is near the end and I have yet to be reached out to. It will affect my grade because I have no way of finding media arts projects in the middle of a pandemic. I wish there was another way I could make up this assignment.
2. Give Bob Hess what he asks for, most valuable class I have taken thus far. No joke.
3. Maybe updating the movie scenes and book being read? The language and plot used in American Beauty have changed drastically in 20 years compared to now making it difficult to connect to the characters. Also, I love Michael Caine, but some of his views, especially women in film, were outdated in his book.
4. None! It's perfect!
5. None!! Bob is absolutely amazing!!
6. This has been one of my favorite classes I have ever taken at UNT. Keep on keeping on Bob - this class is perfect.
7. None it was great!
8. It's a well rounded class that is amazing as is.
9. Perhaps for characters in film/tv scenes, we could get more variety and characters who embody different sensibilities.
10. I just wish I was able to take this class in person.
11. Nothing keep doing what you do!
12. Honestly, Bob is doing such a great job as is and I wouldn't change it.
13. None!

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.