

THEA 4310 002

Acting for the Camera

Course type: Online

Taught by: Robert Hess

Instructor Evaluated: Robert Hess-Assist Prof

Evaluation Delivery: Online

Evaluation Form: X

Responses: 14/14 (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: 5.9

(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:	14	100%						5.0
The course content was:	14	100%						5.0
The instructor's contribution to the course was:	14	100%						5.0
The instructor's effectiveness in teaching the subject matter was:	14	93%	7%					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:	14	43%	43%		14%				6.3
The intellectual challenge presented was:	14	36%	50%	7%	7%				6.2
The amount of effort you put into this course was:	14	50%	50%						6.5
The amount of effort to succeed in this course was:	14	43%	29%	29%					6.2
Your involvement in course (doing assignments, attending classes, etc.) was:	14	50%	29%	7%	14%				6.5

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: 7.1 Hours per credit: 2.4 (N=14)

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
		21%	36%	14%	7%	7%	14%				

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

Class median: 7.1 Hours per credit: 2.4 (N=14)

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
		21%	36%	21%	7%		14%				

What grade do you expect in this course?

Class median: 3.7 (N=14)

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
43%	43%		14%											

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

(N=14)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
93%			7%		

STANDARD FORMATIVE ITEMS

How frequently was each of the following a true description of this course?	N	Always (7)	(6)	(5)	About Half (4)	(3)	(2)	Never (1)	Median
The instructor gave very clear explanations.	14	79%	21%						6.9
The instructor successfully rephrased explanations to clear up confusion.	14	71%	29%						6.8
Class sessions were interesting and engaging.	14	71%	29%						6.8
Class sessions were well organized.	14	86%	14%						6.9
Student participation was encouraged.	14	100%							7.0
Students were aware of what was expected of them.	14	93%	7%						7.0
Extra help was readily available.	14	93%	7%						7.0
Assigned readings and other out-of-class work were valuable.	14	100%							7.0
Grades were assigned fairly.	14	100%							7.0
Meaningful feedback on tests and other work was provided.	14	86%	7%	7%					6.9
Evaluation of student performance was related to important course goals.	14	86%	14%						6.9

Relative to other college courses you have taken, how would you describe your progress in this course with regards to:	N	Great (7)	(6)	(5)	Average (4)	(3)	(2)	None (1)	Median
Learning the conceptual and factual knowledge of this course.	14	86%	14%						6.9
Developing an appreciation for the field in which this course resides.	14	100%							7.0
Understanding written material in this field.	14	86%	14%						6.9
Developing an ability to express yourself in writing or orally in this field.	14	79%	21%						6.9
Understanding and solving problems in this field.	14	71%	29%						6.8
Applying the course material to real world issues or other disciplines.	14	64%	29%	7%					6.7
General intellectual development.	14	86%	14%						6.9

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STANDARD OPEN-ENDED QUESTIONS

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

1. Course materials were engaging. Assignment communication and syllabus organization was clear/straightforward. Topics of discussion were in-depth and informal. This course allowed a student like myself to expand and critique principles in a professional environment with little to no interruptions or delays.
2. Yes, the text provided allowed for a lot of in-depth discussions that brought so much insight to the world of film acting.
4. i think the way we had to discuss something every class was helpful and the way we always had good communication with the professor.
5. This class has been the most hands on and effective zoom class as well a theatre class I have ever taken at UNT. It showed me a whole new side to acting and helped me develop a new skill, camera acting and terminology.
6. Yes this class was intellectually stimulating because it made me want to learn more and put more focus and effort towards giving a great performance and being a professional actor.
7. Yes, it helped me know how different mediums of acting are different fundamentally.
8. Yes, it was really valuable to my future success in the business
9. yes, it did stretch and challenge me but that made me to be a better actor.
10. yes. there are a lot of things i didnt know about this industry and i feel like i learned so much about it.
11. Yes. Actors are forced to view and adapt their acting for the stage. This brings awareness to some of their flaws and makes them want to improve them to be a better actor.
12. Very intellectually stimulating, I wish all of my classes were this hard. I liked that Bob really pushed everyone to put forth their hardest effort on this course
13. It was very intellectually stimulating. We were forced to really get outside of of comfort zones and truly create something real. We were not allowed to just coast through and the effort we needed to put in to succeed was clearly stated from the beginning.
14. Yes it really did. I say yes because it took acting for me a step further. I do want to be a film actress and I am very grateful for this class! The growth for myself and as well as my classmates was awesome and if I could take this class again I would.

What aspects of this class contributed most to your learning?

1. Reading dialogues and scripts, along with practicing/applying methods of acting as discussed through the course content provided. In addition to being given the opportunity to find and formulate influence in means of everyday observations. Such in the process helped strengthen appreciation in regards to the arts and techniques that constitute camera acting. This in total, has helped further adapt my interests/understandings towards the arts and techniques behind disciplines covered within said course.
2. Bob's teaching and his overall grasp on the class made it such a great experience. Finding a way to move a film acting class to Zoom was also really wonderfully done.
3. The time prepping for performances outside of class.
4. The sessions and feedback
5. The private coaching sessions were the best part of this class. I really went to show that Bob wants all of us to succeed and learn the material. I loved getting an hour each week to be coached by him. It was a honor and taught me so much.
6. The coaching sessions without a doubt because i got to work one on one with my professor and I got so much feedback and constructive criticism that made me work on my acting and overall made me a better actor.
7. I would say the coaching sessions.
8. The hands on weekly assignments got me in tune with the fast pace of what it will be like in real life
9. the coaching sessions, feedbacks, discussions and sharing. Professor gave us lot of knowledge regards to being a better actor
10. the exercises and the reading.
11. As an actor, I learned the importance of taking my time and dropping into the character.
12. The amount of times we had to actually perform (the entire class) because in other classes it wasn't as frequent
13. The one on one coaching sessions were the most helpful. I have had many breakthroughs in my acting by just being able to work one on one with Bob.
14. EVERYTHING. I feel like this class was very informal on what it takes to be a film actor and the depths we have to go to play a certain character.

What aspects of this class detracted from your learning?

1. Zoom unfortunately has its limitations, otherwise there is nothing negative for me to report.

2. The only problematic aspect of this class was the project with the Media Arts department, it caused me great anxiety and stress.... but it was comforting to know Bob was on our side without that whole project.
3. Just the length of the class meetings. I've never had a 4 hour long class and sitting on a zoom call for that long is draining for me personally.
4. ZOOM
5. The only thing was the length of the class sometimes. four hours on a zoom call makes me a little restless/sleepy. But I loved this class.
6. I think what detracted from my learning were the long sessions of class time because most of the time I was watching other actors perform and I was not doing much. Definitely was great to see other actors perform the same scene and see their take on it, but I didn't get to work on my scene and see hear feedback from others.
7. I feel that the once-a-week class was maybe just a bit too long.
8. Lectures over zoom could get exhausting
9. nothing.
10. i dont think anything did this semester.
11. Meaningless feedback from peers (read next question's response).
12. Zoom, but unfortunately the pandemic is occurring
13. The only thing that distracted me from this class was some people's lack of motivation and drive to do good work in the class. I feel like some people were just in the class for the credit and did not care about the art they were creating. Their spot in the class could have been given to someone who really cared.
14. NOTHING AT ALL

What suggestions do you have for improving the class?

1. None. Educational format has been delivered in a comprehensible manner, that even tools like Zoom were helpful when necessary. Thank you.
2. Maybe removing the Media Arts project? Surely it's much more simple in-person but the communication with the other students was quite difficult, but this isn't something that's Bob's fault.
4. I think its fine as is, but zoom makes it iffy
5. I wish it was in person instead of zoom, but that is COVID to blame
6. My suggestion would be to make this class meet twice a week instead of once a week.
7. It doesn't need to be drastically improved, so nothing I can think of.
8. More critical feedback rather than complimenting all the time I get that boosting confidence is necessary for this class but I also know that if we don't know what we could improve from an outside perspective then we will be unpleasantly surprised when it comes up in an important real life audition.
9. nothing.
10. more scene options.
11. Later in the semester you have a talk with the class regarding how we can more effectively discuss & critique the exercises in class. I think you should have this discussion a week or two earlier.
12. Leniency with Wi-Fi
13. I wish we were able to be given constructive criticism from other members in this class after watching the reel instead of being limited to just positive, but I understand the reasoning for it.
14. This class is perfect, I wouldn't change a thing.

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.