

Remington Smith: Course Evaluation Summary (Quantitative) 2013-2014

Note: Courses taught between 2011 and 2012 used qualitative, hand written evaluations. From Fall 2013 on, ACE evaluations combining qualitative and quantitative evaluations were used. Quantitative scores are on a scale of 1-6, 6 being the highest.

Course Number	2868:00 001	010:003: 073
Semester	Fall 2013	Spring 2014
101. This course is well planned and organized.	5.08	5.42
208. Course goals are clear to me.	5.50	5.83
324. This instructor seems aware of my needs, abilities, and interests.	5.58	5.83
316. This instructor seems interested in teaching this course.	5.92	6.00
325. Students are encouraged to see the instructor if they are having difficulty.	5.58	5.67
507. Assignments contribute to my learning.	5.75	5.67
620. I have been motivated to discuss new ideas outside of class.	5.75	5.75
221. I am encouraged to apply new knowledge and skills.	6.00	5.75
107. I am motivated to do my best work in this course.	5.82	5.67
601. My critical thinking skills have improved because of this class.	5.45	5.50
331. My work is evaluated in ways that are helpful to my learning.	5.50	5.92
322. This instructor communicates at a level appropriate to my understanding.	5.82	5.92
514. Class discussion is a valuable part of this class.	5.33	5.75
404. This instructor presents material clearly.	5.58	5.83
407. This instructor is effective in presenting materials in lecture/discussion.	5.67	5.83
702. This instructor takes into consideration ethnic and cultural differences in teaching this course.	5.42	6.00
703. This instructor encourages mutual respect among students of diverse backgrounds.	5.82	5.92
AVERAGE	5.62	5.78

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Course design and materials:

“The demos were probably my favorite part because I learned a lot of things that I did not know how to do.”

“I also liked seeing all of the other groups’ videos throughout the course of the semester.”

“I thought the workshops were helpful and wish there were more throughout the semester.”

“I found both the assigned book *Bare Bones* and class lecture, Power Point texts, to be helpful.”

“It would be interesting if one of the assignments had been to make a music video for a song that doesn’t have one.”

“The Beat Sheet stuck with me in writing my screenplay.”

“One of my suggestions for improvement is take more time on days that we go over names of lights, how to set up lights, compression of a video to put on a DVD/online.”

“Mamet’s master class was great, as we Hollywood Standard and [Aristotle’s] Poetics [for Screenwriters].”

“I liked the concept of the adaptation project in that we had to turn this pre-conceived idea into a film.”

Responses to student work:

“Remington is a tough pleaser, but simultaneously is very encouraging and helpful, which allowed me to push myself to do better.”

“Remington was always helpful outside of class in person or through email. Answers questions both in discussion and out, directly and fully.”

“I think grading was fair, but also strict. I learned from the feedback though.”

Pedagogy & Personality in the Classroom:

“Remington seems to care about his students which made me put in more effort.”

“I wouldn’t change a thing about this course. Remington was also good at encouraging us to get involved in the cinema community outside of class.”

“He made good movies and I felt that this helped in my confidence that I was learning from someone who knows what they’re doing.”

“Remington is a great instructor and also just a good mentor/peer outside of the class. He is enthusiastic about what he does and very encouraging.”

“He really wants us to think and expand. His discussions are thoughtful and helpful.”

“Well rounded knowledge and passion for the subject, which is refreshing.”

“He had a sweet beard. I was jealous.”