



IUB Spring 2018 Online Course Questionnaire Individual Report for EDUC Y633 (LEC) 32370 FEMINIST THEORY & METHODOLOGY (Barbara Dennis) for Supervisors

IUB Spring 2018 Course Questionnaire

Project Audience 19

Responses Received 10

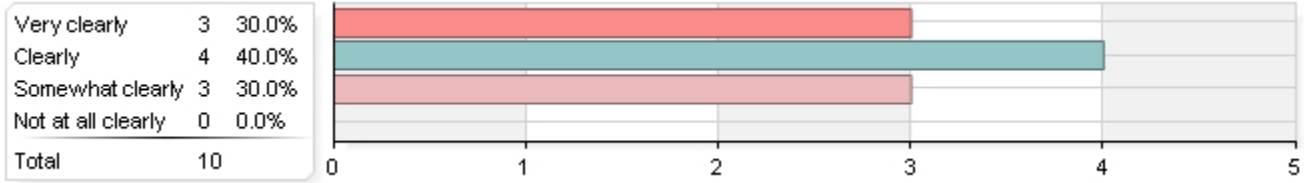
Response Ratio 52.6%

Creation Date Thu, May 17, 2018



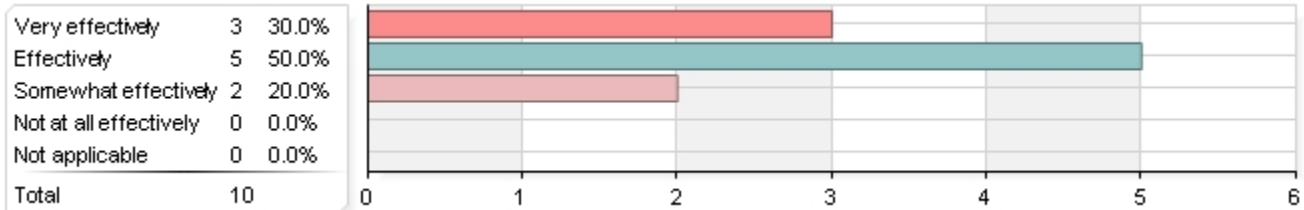
University Questions

How clearly were course learning goals and objectives communicated to you?



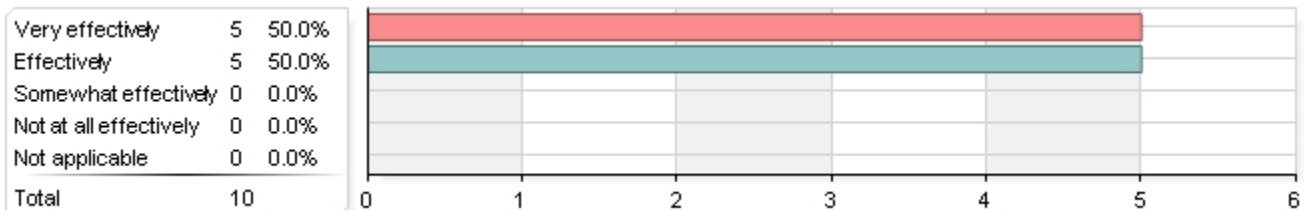
Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
How clearly were course learning goals and objectives communicated to you?	3.0	10	0.8	3.4	3123	0.8	3.4	85235	0.8

How effectively was class time used to help you learn?



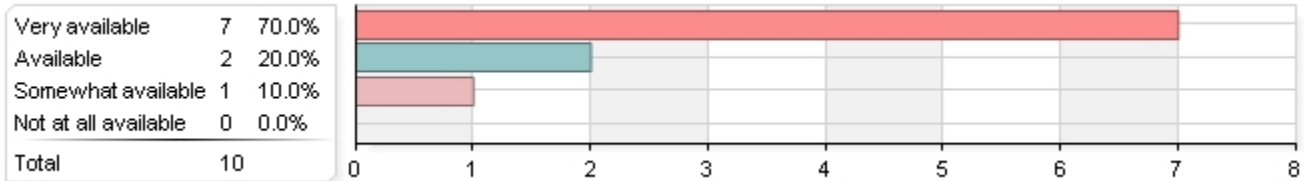
Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
How effectively was class time used to help you learn?	3.1	10	0.7	3.2	3125	1.0	3.2	85007	0.9

How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?



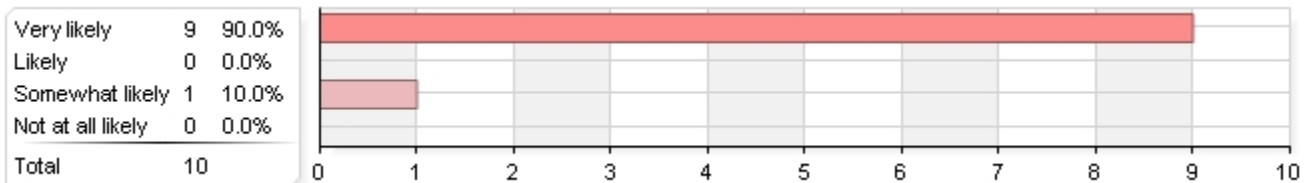
Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?	3.5	10	0.5	3.1	3112	0.9	3.1	84895	0.9

How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?



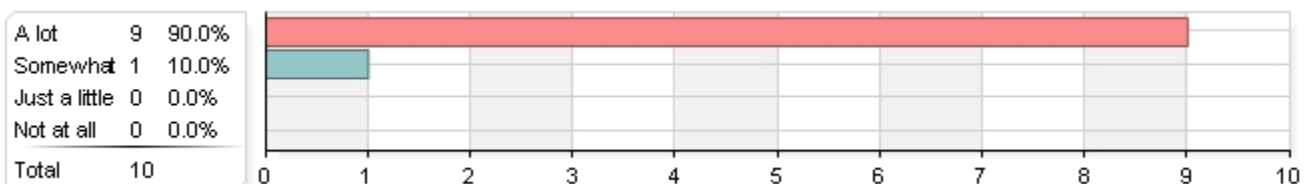
Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?	3.6	10	0.7	3.6	3228	0.7	3.5	93501	0.7

How likely would you be to recommend this course with this instructor?



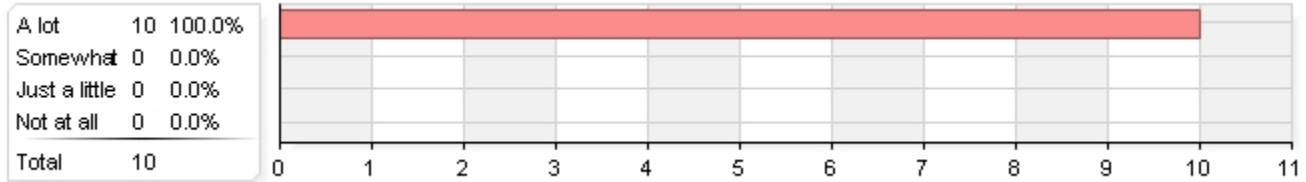
Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
How likely would you be to recommend this course with this instructor?	3.8	10	0.6	3.4	3243	0.9	3.3	93793	0.9

How much did the instructor motivate you to do your best work?



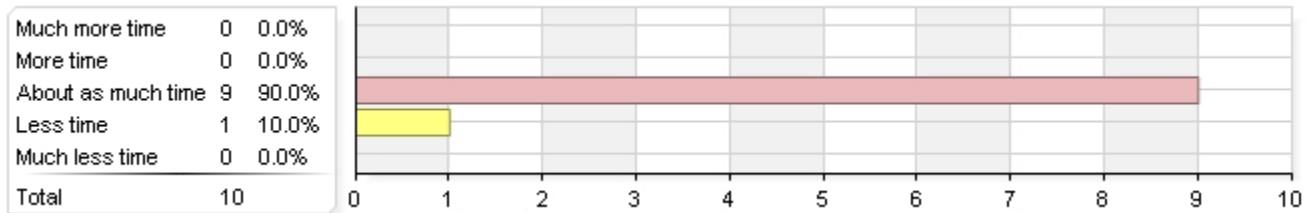
Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
How much did the instructor motivate you to do your best work?	3.9	10	0.3	3.6	3231	0.8	3.5	93188	0.8

How much did the instructor emphasize student learning and development?



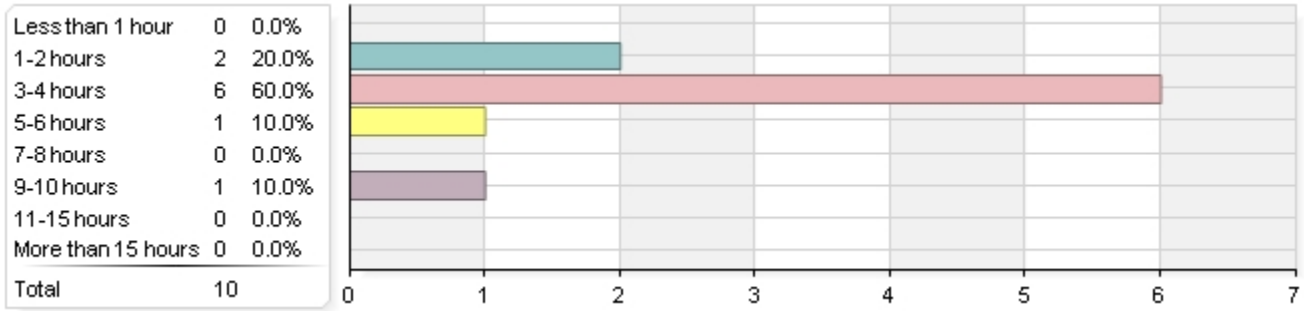
Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
How much did the instructor emphasize student learning and development?	4.0	10	0.0	3.7	3189	0.7	3.6	92178	0.7

Compared to other courses you've taken, how much time did this course require?



Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Compared to other courses you've taken, how much time did this course require?	2.9	10	0.3	3.3	3119	1.0	3.3	84614	1.0

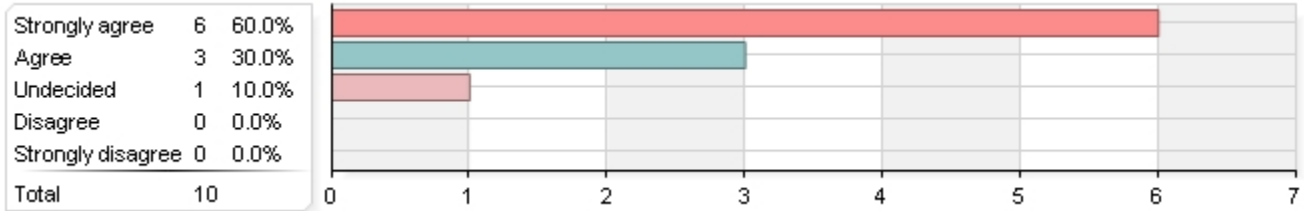
In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)



Question	Course			Department. (EDUC)			Institution		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)	3.2	10	1.1	3.0	3123	1.4	3.0	85021	1.4

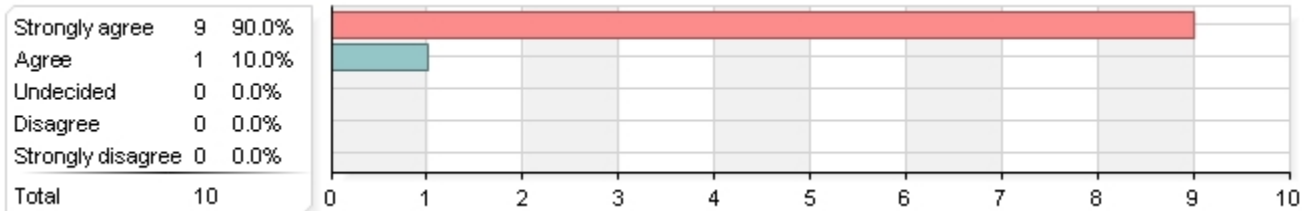
EDUC Departmental Questions

Overall, I would rate the quality of this course as outstanding.



Question	Course			Department (EDUC)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Overall, I would rate the quality of this course as outstanding.	4.5	10	0.7	4.0	3119	1.1

Overall, I would rate this instructor as outstanding.



Question	Course			Department (EDUC)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Overall, I would rate this instructor as outstanding.	4.9	10	0.3	4.2	3240	1.1

EDUC Open Ended Questions

What did you like most about this course and instructor?

Comments

The variety of pedagogy and methodology methods introduced throughout the semester.

–Barbara is a fantastic professor and even better person

–She did a really good job of actually teaching based on the feminist pedagogy ideals she espouses

–I really liked the autobiography assignment

–I greatly appreciated that it was intersectional feminism

She cares a lot for students and their success

Dr. Dennis most effectively communicated feminist pedagogy by leading by example. She modeled what a critical pedagogy can look like, and that was one of the biggest takeaways I'll have from the class. Her method of teaching helps make the classroom feel like a space of genuine learning, where all voices count.

Barbara is an amazing person and academic role model. This course was not only a learning experience because of the content, but the process as well. It was a great reminder of how feminism is needed in academia. The assignments were directly related to our learning outcomes and it was very hands-on.

This class, as with many Inquiry Methodology courses, provided me the opportunity, space, time, and academic resources to critically reflect on qualitative research in general as well as my own. I took a social theory and rhetorical theory courses during baccalaureate in which we discussed feminist theory. However, feminist theory and methodology are much more than researching gender norms, “women’s” experiences, and gender disparities. In fact, there isn’t just one feminist theory or methodology standpoint – there are multiple. I reflected on how my research could be participatory as an essential part of the research process rather than just be a method choice or buzzword. I reflected on how my research silenced contradictions and complexities for a predominant narrative, or what appears and what was written as a narrative. I reflected on other methods which are feminist, such as visuals, writings, and performances (e.g., photovoice, photo elicitation, mystory, autoethnography, blogs, media). I reflected on how contradictions, complexities, positionality, dialogue, consciousness-raising, knowledge creation, power and oppression, and critical analyses are essential for feminist-orientation projects. I reflected on how I could incorporate a feminist methodology in quantitative projects. I’m a white, cisgender male, so I rarely encounter scholarship (including in my field) created by researchers and people of color, of queerness, of transatlantic origin, and of critical orientations. I rarely encounter a class where our positionalities, lived experiences, current experiences, and emotions inform the syllabus, class content and discussion, and assignments. During the class discussions, I raised my own consciousness of how I contribute to oppression of marginalized groups, and how language I use and behaviors I do (e.g., racial minorities, subjects, behaviors) are problematic. Not only has this class impacted my research, it also has impacted my teaching. I reflected and changed my own pedagogy, and I look forward to implementing feminist pedagogy in the future. I personally struggled with how to “make amends” or reconcile to participants where past research projects were not feminist in nature.

Barbara is a fantastic instructor and she really cares about her students.

Barbara is a fantastic teacher who truly teaches and encourages her students. She embraces her students wholly and strives to support them holistically. She is also very knowledgeable in the subject areas and when she is not, she demonstrates vulnerability

What did you like least about this course and instructor?

Comments

It took a bit long (5–6 weeks) for the class to come together for deciding the learning objectives and despite the fact that I appreciate and understand this as an intentional process, I wonder if we could have made better use of some of these times to constructively learn about feminism.

–We needed more of a push at the beginning to define the course learning goals and syllabus. I appreciate letting the class help form it, but because it took several weeks, the rest of the semester felt crunched.

–A little more support in methodologies of the self and entanglement would have been helpful—there's useful floundering, and then there's totally lost

–The readings (although generally very interesting) weren't always helpful, or at least, the in–class activities didn't always align well with the readings

We built the syllabus together which was a really cool experience, but not having a sense of what to expect early on was definitely new for me. I suppose I'd say this is what I liked the least, but that's my own personal issue and needing to unpack years of instruction that did not follow the same kind of pedagogical style as Barbara. I would not want this to change because it was a way to model a feminist pedagogy and helped to ensure that we, as a class, were actual participants in the course and not just vessels being filled. So, I guess I liked it the least but I still loved it so that says a lot!

Things appeared disorganized at first, but that's just part of the process. Everything turned out well.

At first, I was concerned about the unstructured nature of the syllabus, assignments, the class project, and the course. This concern, I think, came from my education experiences: here is the static syllabus, here are the deadlines which are negotiable, and this is the final or synthesis guidelines which are individual. I do wish the methodology of the self groups had more time to reflect on our methodology of choice, but I understand this class (like many) are constrained by 16 weeks, and there is a conscious effort on time allocation (plus when the groups themselves started on the project may have hindered this collaboration).

N/A