

Summary of Student Comments
Loyola Marymount University
RHET 1000, Fall 2020

Strengths:

“Dr. Moekle was easily the most helpful English teacher I’ve ever had when it comes to helping my writing!”

“Enthusiastic professor who made an effort to care about everyone.”

“Dr. Moekle was very passionate about the class and made students want to do well. She also tried hard to make the course more effective for students by going into her own time to help those of us with questions/concerns.”

“My professor did a great job guiding me through all of the assignments when I had questions, and was very willing to work with the students. She really cared about her class and it was a very welcoming environment.”

“learning how to become more poise when giving presentations.”

“Just how encouraging and helpful she was with our writing.”

“Dr. Moekle obviously cares immensely about her students and ensures they have everything they need to succeed. She was always present and catering to any issues and met individually with students several times throughout the semester to guarantee everyone was on the right track.”

“It was helpful to me personally to have such individualized notes that we could discuss – person to person – that were useful in improving my skills and understanding.”

“She truly cares about her students and it shows through her teaching.”

“Lessons and instruction that improved our transition from brainstorming to then actually writing information.”

“Teacher outlined objectives in a straightforward way and helped students to meet these objectives.”

“best teacher in the world”

“The best professor out of all my professors this semester.”

“Amazing!”

“The partitioning of the semester-long project, which allowed for feedback between each segment, and the in class discussion.”

“Really learned a lot, could see a significant difference in my work from the beginning of the semester to the end. Prof was amazing and encouraging, went above and beyond in cultivating a caring classroom environment even virtually”

“EVERYTHING!! Dr. Moekle was beyond amazing. All her assignments were extremely relevant and informative. She was SO helpful and understanding of students' time, mental health, and energy. She always made herself available to help students no matter what.”

“Professor Moekle really cared about us as students and that made the course fun and made it so everyone was motivated by her great energy.’

“One-on-one meetings with the professor, feedback on major assignments”

“Dr. Moekle had our best interest at heart and that was very obvious through her teaching. She made class feel like a safe space and it is really the only class I am not afraid to raise my hand or talk in.”

“Professor Moekle's guidance”

“Dr. Moekle is one of the kindest and most caring teachers I have ever had. She is a personal role model and I wish she could teach all my English/writing classes.’

“Office hours and accessibility”

“She is always there if you needed anything. She cared so we, the students, cared.”

“She was extremely clear, and extremely open to new ideas. She treated her students like family, allowing us to vent when we needed to vent and respected our time”

“The way Dr. Moekle structured her assignments kept us on track and allowed us to succeed in the course while still learning.”

“Clear explanation of assignment and always wanting to help you do the best. She really cares about the students and their well-being outside of class.”

Suggestions for Improvement:

“Zoom was tough. I would say that for online learning figuring out a better way to play video over zoom would be ideal. Otherwise, very good course!”

“I think the course could be done in under an hour per class.”

“It was perfect for me, I have nothing to complain about.”

“Having in person class because it was difficult to communicate as effectively through a computer screen”

“If I chose a better topic to work on, so it was my own fault.”

“I only wish we were in person!”

“N/A”

“Being in person, I suppose. Brightspace is a little irritating, but that is independent from this class and more of a school-wide problem. I would prefer Canvas.”

“not much!”

“Nothing :) 10/10”

“n/a”

“N/A”

“The only thing that would make this class better was if her comments on papers/projects reflected the grade she gave a little bit more accurately. A couple times her comments or conferences made me think she gave me a much higher grade than she actually did.”

“More writing activities”

“Shorter class blocks”

“Nothing she was perfect.”

“Nothing much.”

“NA”

“Honestly, it was super effective for me. There's nothing I would change.”

“Literally nothing. She was so clear and wants everyone to the absolute best work they can.”

“n/a”

Self-Assessment of Student Comments

I felt very positive about my end-semester evaluations in Fall 2020, especially since it was our first full semester of remote learning. Adjectives my students use to describe me most often during this semester included “helpful,” “passionate/energetic,” “caring/kind,” “welcoming,” “encouraging,” and “clear.” Although these descriptions don’t address rigor or exacting grading

practices, I feel that their descriptions of me as giving and compassionate at this moment in time aligned with what I wanted them to feel. This cohort had just lost the most exciting experiences of their senior year in high school, lived through a quarantined summer vacation between senior year of high school and first year of college, and missed out on the excitement of moving into the dorms making new friends. Every educator knew this would be a tough year, and I wanted my students to feel supported and welcome.

Beyond their descriptions of me, other positive feedback remarked on aspects of the course and its outcomes. They appreciated improving their speaking skills and the progress they could see in their writing by the end of the term. They also valued the way I structured the course in terms of class discussions, one-on-one conferences, and pacing. One student also noted how I always welcomed their input about what would be most helpful to them. This remark refers to moments when I had options for structuring a particular exercise in class. For example, I could have put them in breakout rooms or held a full-class discussion. Or, if time were short, I could have briefly modeled some aspect of an upcoming assignment or allowed the group to ask questions. I did my best to be flexible with them and invite their input whenever possible, especially in our new online environment.

In terms of suggestions for improvement, most of their remarks were out of my control, such as the fundamental wish to be back on campus or wanting shorter class periods. The only comment that I can address is that one student seemed disappointed that, despite positive feedback from me during one-on-one conferences, they only received Bs on specific assignments. Although I consider a B on a project in one's first college writing class to be a show of good skills, I can understand this type of disappointment, especially for students who may have entered college with a 4.0+ from high school. I am conscientious about reminding students before each round of conferences that our meeting does not guarantee an A will be the final grade. Still, it's good to receive the reminder that my written and oral feedback on drafts should be as rigorous as possible.